

PUPIL PREMIUM GRANT EXPENDITURE – ACADEMIC YEAR 2014/15

| Actions | Fund allocation | Use of fund | How will impact be assessed? | Evidence (Summer 2015) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|---|--|--|-------|---------|-----|---------|--|-------|--|-----|-------|-----|-------|-----|-------|----|-------|-------|-------|-------|-------|-------|----|-------|------|-------|------|-------|------|----|-------|-------|-------|------|-------|------|----|-------|-------|-------|-------|-------|-------|----|-------|-------|-------|-------|-------|-------|----|--------|-------|-------|-------|-------|-------|--|--|---------|--|---------|--|-------|--|--|--|--|--|--|--|----|-----|-----|---|-----|---|-----|---|----|-----|------|-----|-----|---|------|-----|----|----|-----|-----|------|-----|-----|-----|----|-----|-----|-----|------|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|----|----|-----|-----|-----|-----|------|-----|
| <p>Actions focused on Teaching and Learning within the curriculum</p> | <p>£83,893</p> | <ul style="list-style-type: none"> • 3 additional teachers working in: Key Stage 1 (0.8FTE); Y3/4 (0.5FTE); Y5/6 (0.5FTE) with a focus on: providing additional support to pupils at risk of not making expected progress in Read, Write, Maths as well as supporting higher attainers to fulfil their potential • Membership of Transform Teaching School Alliance and therefore access to: <ul style="list-style-type: none"> ✓ Outstanding Teacher Programme ✓ Improving Teacher Programme ✓ Middle Leadership development Programme | <p>Pupil progress measures within an academic year compared to predicted grades</p> <p>Quality of teaching and leadership continues to be at least good.</p> | <p>Table showing number of children making 3+APS progress over the year (meeting or exceeding predicted grades)</p> <table border="1" data-bbox="1402 371 1995 667"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>All</th> <th>Disad</th> <th>All</th> <th>Disad</th> <th>All</th> <th>Disad</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>42/57</td> <td>17/19</td> <td>43/57</td> <td>16/19</td> <td>44/57</td> <td>15/19</td> </tr> <tr> <td>Y2</td> <td>43/48</td> <td>9/11</td> <td>46/48</td> <td>9/11</td> <td>46/48</td> <td>9/11</td> </tr> <tr> <td>Y3</td> <td>25/38</td> <td>10/11</td> <td>32/38</td> <td>8/11</td> <td>34/38</td> <td>7/11</td> </tr> <tr> <td>Y4</td> <td>36/40</td> <td>14/15</td> <td>39/40</td> <td>14/15</td> <td>37/40</td> <td>14/15</td> </tr> <tr> <td>Y5</td> <td>33/34</td> <td>14/15</td> <td>32/34</td> <td>14/15</td> <td>31/34</td> <td>14/15</td> </tr> <tr> <td>Y6</td> <td>28./36</td> <td>18/22</td> <td>34/36</td> <td>22/22</td> <td>34/36</td> <td>21/22</td> </tr> </tbody> </table> <p>Table showing the HAT disadvantaged children meeting or exceeding their predicted grade.</p> <table border="1" data-bbox="1402 767 1995 1027"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>2b+</td> <td>n/a</td> <td>0</td> <td>n/a</td> <td>0</td> <td>n/a</td> <td>0</td> </tr> <tr> <td>Y2</td> <td>2a+</td> <td>100%</td> <td>1/1</td> <td>n/a</td> <td>0</td> <td>100%</td> <td>3/3</td> </tr> <tr> <td>Y3</td> <td>3b</td> <td>50%</td> <td>1/2</td> <td>100%</td> <td>1/1</td> <td>66%</td> <td>2/3</td> </tr> <tr> <td>Y4</td> <td>3a+</td> <td>75%</td> <td>3/4</td> <td>100%</td> <td>2/2</td> <td>50%</td> <td>1/2</td> </tr> <tr> <td>Y5</td> <td>4b+</td> <td>88%</td> <td>7/8</td> <td>88%</td> <td>7/8</td> <td>86%</td> <td>6/7</td> </tr> <tr> <td>Y6</td> <td>5c</td> <td>80%</td> <td>4/5</td> <td>75%</td> <td>6/8</td> <td>100%</td> <td>6/6</td> </tr> </tbody> </table> <p>Transform Teaching Alliance</p> <ul style="list-style-type: none"> • 1 teacher completed the OTP (KS1 leader) and is sharing practice with team and in coaching pairs. • 3 completed the ITP (KS1/2) with action plans in place to continue their development in being a solidly good teacher. • 1 completed the Middle Leadership development (KS2 lead/AHT) developing role as senior leader in school. | | Reading | | Writing | | Maths | | All | Disad | All | Disad | All | Disad | Y1 | 42/57 | 17/19 | 43/57 | 16/19 | 44/57 | 15/19 | Y2 | 43/48 | 9/11 | 46/48 | 9/11 | 46/48 | 9/11 | Y3 | 25/38 | 10/11 | 32/38 | 8/11 | 34/38 | 7/11 | Y4 | 36/40 | 14/15 | 39/40 | 14/15 | 37/40 | 14/15 | Y5 | 33/34 | 14/15 | 32/34 | 14/15 | 31/34 | 14/15 | Y6 | 28./36 | 18/22 | 34/36 | 22/22 | 34/36 | 21/22 | | | Reading | | Writing | | Maths | | | | | | | | Y1 | 2b+ | n/a | 0 | n/a | 0 | n/a | 0 | Y2 | 2a+ | 100% | 1/1 | n/a | 0 | 100% | 3/3 | Y3 | 3b | 50% | 1/2 | 100% | 1/1 | 66% | 2/3 | Y4 | 3a+ | 75% | 3/4 | 100% | 2/2 | 50% | 1/2 | Y5 | 4b+ | 88% | 7/8 | 88% | 7/8 | 86% | 6/7 | Y6 | 5c | 80% | 4/5 | 75% | 6/8 | 100% | 6/6 |
| | Reading | | Writing | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All | Disad | All | Disad | All | Disad | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | 42/57 | 17/19 | 43/57 | 16/19 | 44/57 | 15/19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 43/48 | 9/11 | 46/48 | 9/11 | 46/48 | 9/11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 25/38 | 10/11 | 32/38 | 8/11 | 34/38 | 7/11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 36/40 | 14/15 | 39/40 | 14/15 | 37/40 | 14/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 33/34 | 14/15 | 32/34 | 14/15 | 31/34 | 14/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 28./36 | 18/22 | 34/36 | 22/22 | 34/36 | 21/22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Reading | | Writing | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Y1 | 2b+ | n/a | 0 | n/a | 0 | n/a | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 2a+ | 100% | 1/1 | n/a | 0 | 100% | 3/3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 3b | 50% | 1/2 | 100% | 1/1 | 66% | 2/3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 3a+ | 75% | 3/4 | 100% | 2/2 | 50% | 1/2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 4b+ | 88% | 7/8 | 88% | 7/8 | 86% | 6/7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 5c | 80% | 4/5 | 75% | 6/8 | 100% | 6/6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>Actions focused on social, emotional and behavioural issues</p> <p>Actions focused on social, emotional and behavioural issues (cont..)</p> | <p>£30,504</p> | <ul style="list-style-type: none"> Designated learning mentor to support targeted intervention with vulnerable pupils eg. special play, 1:1 and small group work developing social skills and emotional literacy. Provision of a Nurture Club each day, for 6 targeted pupils with low self-esteem. | <p>Pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils including staff and parent questionnaires</p> | <p>Learning mentor worked with 17 disadvantaged pupils as well as a number of other children through direct work, 1:1, special play, attendance issues. Impact shown in Learning Mentor Annual Report and Case Studies.</p> <p>Nurture club provided much needed provision for 6 pupils who received lunchtime support and a very popular 3 o'clock activity club. Impact seen through:</p> <ul style="list-style-type: none"> Improved attention and behaviour in class Improved attendance and punctuality Participation in extra-curricular activities Support with transition for two pupils moving onto secondary education. All children made at least expected progress in Reading, Writing, Maths. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|---|---|---|------------|-------------|---------|---------|------------|-----|-----------|-----|-----|------|-----|--------|-----|-----|------|-----|-----|----|-----|------|-----|------------|-----|-----|------|---|------|-----|-----|------|
| <p>Actions focused on enrichment beyond the curriculum</p> | <p>£19,600</p> | <ul style="list-style-type: none"> Support of a wealth of trips, visits and visitors by heavily subsidised transport costs Wide range of extra-curricular activities to engage pupils during lunch and after school (sports clubs, academic clubs) Support for most vulnerable children to access residential trips through heavily subsidised charges - 80% reduction to access the 3 residential opportunities | <p>Behaviour and attitudes to learning as determined by teacher feedback and attendance levels</p> <p>As above and statistics reflecting participation in such opportunities compared to other groups</p> | <p>A huge and varied range of enrichment opportunities– visits, visitors, experiences, extra c curricular clubs, specialist teachers and residential visits were subsidised to enhance the in-class curriculum. 86% of disadvantaged children accessed some afterschool club (74% accessing sport provision) compared to 88% of all pupils. More varied provision targeted at the younger children (KS1) would ensure this figure increases.</p> <p>Table showing the percentage of Disadvantaged pupils participating in the residential opportunities on offer.</p> <table border="1" data-bbox="1368 979 2024 1206"> <thead> <tr> <th>Year Group</th> <th>Residential</th> <th>2013/14</th> <th>2014/15</th> <th>difference</th> </tr> </thead> <tbody> <tr> <td>5/6</td> <td>sleepover</td> <td>n/a</td> <td>55%</td> <td>+55%</td> </tr> <tr> <td>5/6</td> <td>Madrid</td> <td>n/a</td> <td>47%</td> <td>+47%</td> </tr> <tr> <td>4/5</td> <td>PGL</td> <td>9%</td> <td>39%</td> <td>+30%</td> </tr> <tr> <td>2/3</td> <td>Hathersage</td> <td>47%</td> <td>18%</td> <td>-29%</td> </tr> <tr> <td>6</td> <td>York</td> <td>52%</td> <td>68%</td> <td>+16%</td> </tr> </tbody> </table> <p>Hathersage is extremely popular with our pupils and places fill up quickly. In 2015/16 2 trips will run and measures have been taken to ensuring more disadvantaged pupils access the trip. .</p> | Year Group | Residential | 2013/14 | 2014/15 | difference | 5/6 | sleepover | n/a | 55% | +55% | 5/6 | Madrid | n/a | 47% | +47% | 4/5 | PGL | 9% | 39% | +30% | 2/3 | Hathersage | 47% | 18% | -29% | 6 | York | 52% | 68% | +16% |
| Year Group | Residential | 2013/14 | 2014/15 | difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5/6 | sleepover | n/a | 55% | +55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5/6 | Madrid | n/a | 47% | +47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4/5 | PGL | 9% | 39% | +30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2/3 | Hathersage | 47% | 18% | -29% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | York | 52% | 68% | +16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---------|---|--|--|
| Actions focused on families and communities | £25,490 | <ul style="list-style-type: none"> • Employment of a Family Support Worker in partnership with the LA to provide focused support to families as appropriate, including: sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes and one-to-ones as appropriate | Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care | <p>FSW worked with 18 disadvantaged pupils from September to March. Our FSW left school in April without a replacement so opportunities of support have been sought through CAMHs, local FSWs and using the school learning mentor/SENCo and DSL.</p> |
| Activities focused on providing alternative learning pathways and specialist tuition | £10,912 | <ul style="list-style-type: none"> • Provision of free lessons from 2 musical experts including: ensemble, small group and 1:1 tuition • Music teacher in class to support the delivery of the music curriculum from Y1 to Y6 | <p>School attainment and progress overall, along with stakeholder feedback about events and performances.</p> <p>Reflected in the numbers of pupils passing music exams.</p> | <p>Music provision – 17 disadvantaged pupils received tuition for strings/guitars.</p> <p>Angela Dickson was released half a day per week to work within classes to ensure coverage of the Music curriculum to good effect. Support for teachers in providing specialist teaching in Music enabled curriculum coverage to be secure. This will remain during 2015/16.</p> <p>Children were part of: the Christmas in the City at the Royal Concert Hall, the Great Orchestra Experiment, the P6P Showcase event as well as a school concert to parents and a finale at the leavers' assembly for our Year 6 musicians.</p> <p>8/15 children who took music exams were Disadvantaged. 7/8 passed, 1 with a Merit in cello.</p> |

School receives £114,300
School spends £170,399