



**Landscape Primary School**

## **Pupil Premium Grant Expenditure and Impact Report**

### **2015/16 Academic Year**

All schools receive a grant based on the number of pupils in receipt of free school meals (FSM), children in care and children whose parents are in the services. This funding is designed to narrow the gap between the attainment of pupils in receipt of pupil premium and other pupils in the school. Schools are free to use this money in any way they wish, but the aims must be clear - to raise standards for more disadvantaged children. Information on how Landscape does this is and the impact it has had in this school year is outlined below.

<b>Number of pupils and pupil premium grant received (PPG)</b>	
Total number of pupils on roll	334
Number of pupils benefitting from PPG	68 (20% of pupils on roll)
Total amount of PPG received	£83,000

#### **Summary of PPG spending**

##### **Objectives**

- To close the attainment gap in reading, writing and mathematics
- To increase engagement of families in pupils' learning
- To improve pupils' readiness to learn

Actions taken so far	Cost	Desired impact	Impact
Employment of teacher for mornings only in upper KS2 to raise standards in reading and writing and equip pupils with learning readiness skills	£15,249	<ol style="list-style-type: none"> <li>1. PP pupils in both Y5 groups make accelerated progress</li> <li>2. Pupils are able to access a greater range of class-based learning without support as a result of smaller class groups.</li> <li>3. Pupils demonstrate increased writing stamina.</li> </ol>	<ol style="list-style-type: none"> <li>1. PP pupils have made more progress in reading and mathematics than non-PP pupils (2.9 points to 2.6 points in reading to the end of the year and 2.9 points to 2.6 to summer half term). In writing, progress is broadly in line, with PP pupils making 2.9 points to summer half term and non-PP pupils 3 points.</li> <li>2. Lesson observation and book scrutiny demonstrate that lower achieving PP pupils are receiving effective feedback which is supporting good progress.</li> <li>3. Book scrutiny demonstrates that through the teaching sequence, pupils are writing at greater length although this is less evident across the curriculum. This will be a focus for next academic year.</li> </ol>
Employment of teacher for mornings only to work with pupils across KS1 to raise standards in reading through the delivery of reading recovery.	£19,848	<ol style="list-style-type: none"> <li>1. Target pupils demonstrate rapid improvement in reading skills as measures by book-band progression and reading age.</li> <li>2. Pupils are able to access a greater range of class-based learning without support.</li> <li>3. Parents report greater willingness to read at home</li> <li>4. Pupils report more confidence in reading independently</li> <li>5. Teachers receive training from RR teacher to improve assessment and inference teaching skills</li> </ol>	<ol style="list-style-type: none"> <li>1. The Programme's goal, to accelerate children's reading skills to levels of achievement whereby they are better equipped to access the curriculum, has been successful. In the discontinued cohorts, an average of 4 book bands progress was made in one term (expected progress is just over one band per term). The majority of children have developed a self-extending system of reading strategies with reciprocal gains in writing, including an improvement in writing stamina and vocabulary.</li> <li>2. Lesson observation and talking to children demonstrates increased independence in class and an increased confidence in the use of information texts, particularly for those children in lower KS2.</li> <li>3. Children are increasing accessing Bug Club. Site viewings, completed books and anecdotal evidence from parents suggests a greater take-up of reading for pleasure amongst PP pupils.</li> </ol>

			<p>4. See 3 above.</p> <p>5. Kate King has provided staff meeting training for staff on inference skills and provided clear exit reports from the RR programme for teachers. There is evidence that teachers and parents are continuing with these approaches for the benefit of the children.</p>
Release time for all class-based teachers (one afternoon per fortnight) to provide one-to-one conferencing support to PP pupils who are falling behind expectation.	£15,000	<ol style="list-style-type: none"> <li>1. Teachers use assessment time to successfully identify learning needs of all pupils</li> <li>2. Staff meeting time to generate range of approaches to support pupils in reading, writing and mathematics (including working with parents).</li> <li>3. All pupils make accelerated progress in identified areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Well established link between conferencing and pupil targets. These are followed up well by teachers in lesson time.</li> <li>2. This was established early on in the year and formed the basis of how teachers work with pupils.</li> <li>3. Not all pupils made accelerated progress and as a result the school is reviewing this approach for the year 2016/17. While it is clear that this benefitted about half of the group (whose progress was greater than expected), half did not make accelerated progress to summer half term.</li> </ol>
Lesson study programme: improving classroom practice through focussed observation and peer support.	£5000	Teachers improve practice to ensure that all pupil premium pupils achieve their potential, contributing to the accelerated progress of pupil premium pupils in their classes	This was in place for two terms and from the feedback notes from teams and lesson observations, there have been some positive changes to practice across the school. However, next year, this will need an even tighter focus on whole school issues.
Teaching assistants delivering evidence-based Write Away Together interventions.	£2280	Targeted pupils make accelerated progress in writing.	This was a very successful intervention, with all pupils making at least four points progress in writing.
Teaching assistants delivering evidence-based Counting to Calculating interventions.	£627	Targeted pupils make accelerated progress in mathematics.	This has been a successful intervention, with average progress for the twenty-one pupils participating 2.9 points at summer half term and 3.6 points at the end of the year.

Teaching assistants delivering evidence-based Talk Partners @ Primary interventions.	£2280	Targeted pupils make accelerated progress in writing and reading.	More TAs were trained than are delivering the intervention. However, it has had a very positive impact for those children who have taken part. Average progress has been 5 points (two terms above expectation).
Employment of teaching assistant to work with children and families on Outdoor SEALs to improve relationships, resilience and collaborative working. Purchase of resources to support work.	£8186	<ol style="list-style-type: none"> <li>1. The successful engagement with families leads to more support with learning at home and improved homework.</li> <li>2. Behaviour of pupils and ability to work collaboratively in class improves.</li> </ol>	Behaviour logs and reviews show a significant improvement of the behaviour and resilience of key pupils. Family engagement with outdoor sessions has been good on the whole.
Employment of SEN teaching assistant to support pupils with speech and language, sequencing and early reading	£4210	All pupils receiving interventions making at least expected progress in reading with the majority making accelerated progress.	The Devon Early Reading Scheme has not had the impact we would have wished on overall reading standards of the target group. However, Project X Code has had a positive impact with average progress 3.3 points.
Bug Club – online reading resource	£900	Increase pupils' motivation for reading. Provide support for parent in reading with their children at home.	Children are increasing accessing Bug Club. Site viewings, completed books and anecdotal evidence from parents suggests a greater take-up of reading for pleasure amongst PP pupils.
Solihull parenting course.	£2085	Parents have a better understanding of their pupils emotional needs and so their behaviour Parents more able to manage and support their children at home. Pupils more ready for learning in school	This is a very successful targeted support for parents. Parental feedback has been overwhelmingly positive and the programme is now coming to the end of its second year. The impact on the behaviour at home and school of a number of pupils has been very positive.
Fund to offset the cost of trips, additional tuition, residential visits and other enrichment activities: governors agreed in September 2015 to fund the full cost of extra-curricular clubs for	£7336	Increased number of pupils on FSM accessing clubs on reduced rates.  Higher take up of residential places.	There has been a dramatic rise in PP pupils accessing a range of clubs including all peripatetic music lessons, Street Dance, Cooking, KS1 football, Creation Station Art Club.  All PP pupils took up residential places this year.

pupils in receipt of pupil premium.			
<b>Total expenditure</b>	<b>£83,000</b>		