

Review of Expenditure 2015-2016

Support	Amount allocated to the intervention (£)	Review timescale	Brief summary of the intervention and number of pupil premium children involved, and the timescale	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned: and whether the approach will be continued
Extra teacher in Maths setting for 6	£10,422.45	Continued activity for the academic year	Daily Maths teaching within setting groups with targeted teaching (10 pupils)	17% of pupils (PPG) reached expected standards 57% (NPPG) Our Success Criteria was not met.	<p>Upon analysis it was found that:-</p> <ul style="list-style-type: none"> - Ability setting did not expose the Lower ability children to higher level work and/or possible higher expectations. Focusing on arithmetic tests-the children achieved well in this but at the expense of reasoning. - Not enough focus on problem solving and reasoning particularly with the Lower Ability children. - A lot of time spent getting lower ability and lower middle ability children up to speed on basic facts (fluency over reasoning) - Not enough booster workshops for Lower and middle ability children. - A fresh look at the Maths curriculum has been taken and shared with staff on during staff meetings in the first term of 2016/2017. - Greater emphasis to be placed on mental reasoning across school and in focused intervention groups. - 3 mixed ability maths classes-smaller class sizes. - Peer mentoring/tutoring to be used - Small intervention group work to address misconceptions and in some cases 1:1 - Homework - Coaching approach to teaching - Booster group interventions - Collaborative learning - More through feedback on marking

<p>Southcote Saplings Teacher and TAs</p>	<p>£39,344.82</p>	<p>Termly reviewed activity</p>	<p>Children are part of the nurture principal run unit for a whole morning every day to assist in their learning and emotional well-being development. (5 pupils)</p>	<p>Improvement on Boxall Profiles has been seen in all children 13% made accelerated progress in both reading and writing, 38% made accelerated progress in maths. 4 pupils (3PPG pupils) transitioned successfully back into class, including 1 with a SEND statement (PPG). Loss of a member of staff through personal reasons.</p>	<p>The curriculum has been changed, reading and writing are being taught through a creative play curriculum as advised by EP. Specialist support being provided by SALT.</p>
<p>Fine and Gross Multi-skills</p>	<p>£779.76</p>	<p>Termly reviewed activity</p>	<p>Daily 30 minute sessions involving OT recommended programs (7 pupils)</p>	<p>FMS - Positive impact on the children's handwriting enabling their writing to attainment to improve. 80% of all children made accelerated progress in their writing. GMS – Positive impact. 100% of all children achieving termly targets and is evidenced on Provision map.</p>	<p>FMS - A reduced register for FMS for September 2016 due to whole school adopting new handwriting policy. OT scheme still to be followed for those children who need it. Continuation for those children that need it and any other additions to the register too.</p>
<p>Phonics/Comprehension</p>	<p>£638.40</p>	<p>Termly reviewed activity</p>	<p>14 groups setting across the school for 20 minutes phonic sessions every day. (33 pupils)</p>	<p>Improvement in Year 1 phonic results Year 1 2015 – 73% (PP – 72.7) 2016 – 84% (PP – 62.5%) Year 2 Phonics recheck 2015 – 95% 2016 – 84%</p>	<p>There has been a hand over from the Phonic lead to the Head of English for the next academic year. 3 new teachers in Year 1 at the start of 2016 meant much training was of teaching phonics was required. The recheck children in 2016 included some severe SEND needs (S&L, ASD) who did not pass the recheck. Moving forwards for the next academic year we will: -be introducing PhAB testing for those children who have not met the standard in phonics -a structured phonic policy has been written -more consistent approach to teaching phonics, embedding good practice identified</p>

Numicon	£399.00	Termly reviewed activity	Children work with a TA to focus on number skills, number bonds and understanding of basic mathematical language, using Numicon as a visual aid to do so. (2 pupils)	45% of all children made good progress 33% (1 PP) made accelerated progress. 100% of all children's targets achieved on provision map.	Program to be continued. More aspirational targets for mental fluency. Maths reasoning targets to be introduced using Numicon to achieve them in order to improve percentages achieving accelerated progress.
Play Therapist	£8,930.00	On-going reviews	Trained play therapist works on a weekly basis dealing with SEMH aspects (3 pupils)	100% of all pupils (including PP) made accelerated progress in writing and maths. 40% made accelerated progress in reading	2 chn (1PP) to be removed from PT register. 1 (PP) to be on a reduced programme. Successful programme that is to be continued with new children.
Speech and Language Therapist for Intervention Groups	£9,456.00	Termly reviewed activity	Children work with a TA 1:1 or in very small groups to work on specific speech and language outcomes given by a therapist from the Berkshire Healthcare team. (2 pupils)	33% making accelerated progress in reading (1PP), 27% in writing (1PP) and 60% in maths (2 PP). Targets reviewed every 12 weeks on the provision map but are being achieved quicker than historically done so.	Continue to use SALT to work alongside S&L TA and in addition upskill a FS member of staff
Reading Intervention	£1,995.00	Termly reviewed activity	Children to be heard read on a daily basis and guided reading activities carried out based on teacher's SWOT analysis. (23 pupils)	Successful intervention along with class teachers monitoring that children read 5 times a week. New guided reading inset delivered in April 54.5% year 2 accelerated progress 64.7% year 4 accelerated progress Reading	Totem reading comprehension to be adopted in September 2016 Secured consultant training for whole school CPD for the teaching of reading TA to use reading assessment tool as constructed by the Literacy co-ordinator within the intervention to inform teachers of how the chn are performing within the intervention Teaching assistant conducting the intervention to have clear modelled teaching and training of how to use this intervention by SENCo.
Maths intervention	£571.14	Termly reviewed activity	Children work on catch up skills from lessons, 3 times a week in small groups, based on	100% of PP chn in maths intervention with a specialised PP teacher made accelerated progress	From September 2016 we are going to continue with this approach but with more adults and fewer in a group, with a focus on reasoning based on whole-school maths analysis. New format to the intervention (coaching, peer mentoring and effective feedback as researched on EEF)

			Teacher identifying needs. (29 pupils)		
English Intervention	£1,197.00	Termly reviewed activity	Children work on skills identified from teacher's end of term SWOT analysis. 3 times a week in small groups. (29 pupils)	Success criteria not met with only: 15.4% of Yr3 PP chn meeting expected and above 11.8% of Yr4 PP chn meeting expected and above 38.5% of Yr5 PP chn meeting expected and above	From September 2016 more of a focus on a catch up of what has been taught and a new format to the intervention (coaching, peer mentoring and effective feedback as researched on EEF)
After school clubs	£1,500.00	Termly reviewed	To develop children's social and emotional needs through attending an after school club in order to boost levels of confidence. This should then impact on achievement in class. Once a week. (10 pupils)	Feedback from children and parents positive. Included:- Increase in confidence and independence. Introduction of new trusted adults and an expansion in the children's exposure to positive role models. Residential trips provide rest bite time for adults. 9 out of 10 children who attended these clubs either met expected expectations or made good progress. The children could see that when they started something new by practicing they achieved an end result e.g. Judo club and then this could be related to in their lesson time.	To continue to invite children to after school clubs.
Dyslexia Group	£2,217.30	Continued activity	Children, who have completed a screening process and been assessed	A successful programme with 80% of the chn achieving accelerated	To introduce other elements for older chn e.g. touch typing, stile and Totem reading books. Investment in clicker

			as a high probability for dyslexia, work with a TA using 2 computer programs to assist them with their reading and spelling progression. (11 pupils)	progress in reading (1pp) and 60% (2pp) in writing Feedback from chn is that they enjoy attending	
Nessy Software	£276.00	Continued Activity	To buy the license available for children to use online Nessy programme in school and at home.	Positive feedback from parents and chn	To continue to use and ensure all teachers have matching Nessy spellings.
Social Skills	£2,470.00	Termly reviewed activity	A trained Emotional Literacy Support Assistant works on recommended social and communication areas for development (8 pupils)	SC met as chn are more engaged in their learning as a result of their social and emotional development being more secure. This resulted in accelerated progress for: 62% (3pp) reading 77% (3pp) writing 85% (3pp) maths	ELSA to do a more targeted approach of working in the class with the chn and group in the afternoon.
Educational Psychologist Group	£6,600.00	Short-term activity	Children work on Therapeutic writing project on a 1:4 basis for 10 weeks with the school's Education Psychologist and our ELSA accompanying (2 pupils) Children take part in social skills activities to improve social, emotional and mental health issues.(8 children) Parent workshops to be run to provide information on how best to support their children. (8 children)	Success criteria not met due to lack of experience in the hands of the Educational Psychologist meaning that the objectives set for each child were not met and delivered in the sessions. This did not take place due to reallocation of EP. Success criteria met and feedback from parents was positive and that strategies were being applied at home.	Discussion took place with Educational Psychologist department and school was allocated a replacement EP. We are going to audit needs for new workshops and discuss new parents topics with the EP. EP to work alongside SENCos and PP lead to develop a cognitive therapy programme for appropriate PP children linked to anxiety and parents working along-side the programme, linking in with the Mental Health and well-being training being attending throughout the year. Drop in sessions for staff to talk to the EP regarding chn in their class including PP.

Foundation stage key workers	£3,891.20	Continued activity	To ensure the identified gender gaps in attainment at GLD are closed to less than 5% in all areas of learning. Improved outcomes for Pupil Premium.(8 children)	Success criteria not met. Gap between PP and NPP rose to 27%	Small keyworker sessions daily with every child. Focus next year will be all reading, writing and phonics during these key worker sessions as not enough time was spent on this. Gender specific analysis of resources, specifically in reading. Male members of staff to frequent the unit and photos of them reading and writing to be displayed in curriculum areas. PP lead staff to work closely with FS lead identifying areas of need for PP pupils. PSED focus for all chn in term 1 to ensure gradual and smooth transition from a range of nursery settings and ensure emotional stability of PP and vulnerable pupils. Additional adult to be implemented to work with PP chn on specific interventions to meet their individual needs and ensure GLD is met. Moderation of staff and training of new staff in the unit to ensure moderation of FS profile is accurate and consistent across the unit.
Curriculum support	£28,808.37	Termly reviewed	To provide small group work both in class and outside class where necessary from an experienced teacher to ensure adequate progress achieved by addressing identified gaps in learning. (52 children)	This enhanced accelerated progress across Year 3, particularly in Maths. Accelerated progress Reading - PP=69.2% NPP=79.2% Accelerated progress Writing-PP=69.2% NPP=56.3% Accelerated progress Maths-PP=84.6% NPP=89.6%	We are going to have additional interventions run by 4 different teachers using different scaffolds and strategies (coaching, peer mentoring and effective feedback as researched on EEF) to clear up any misunderstandings they have from whole-class lessons.

Total cost of above interventions: £119,496.44

(We received £110,800 with the balance of £8696.44 being drawn from our Inclusion budget and main school revenue budget)

Success criteria met

Success criteria partially met

Success criteria not met