



Smithdown Primary Pupil Premium 2015-2016 Evaluated Impact

The 2015/16 funding allocation included pupils eligible for free school meals (FSM) at any point in the last six years and is known as the 'Ever 6 FSM measure.'

Schools are able to use the Pupil Premium flexibly in order to narrow the attainment and achievement gap between these groups of socially disadvantaged children and the population as a whole. To ensure accountability, there is a requirement to publish details of how the funding is being used.

At Smithdown Primary School:

- ❖ We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- ❖ We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ❖ We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ❖ Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Use of Pupil Premium September 2015 – July 2016

The Governing Body has decided that this grant should be spent in the following ways:

- School trips, extra-curricular activities, books to promote reading and to fund other opportunities to boost learning.

- Support of a non class based teacher to support language development
- Support of an additional Learning Support Assistant to work in the Early Years to support the development of early language
- Support of an additional Learning Support Assistant in Year 2 to raise attainment in reading, writing and mathematics and to ensure the gap between school and national decreases
- Support the cost of employing a Family Support Worker to work with families to overcome barriers to learning.
- Support the cost of additional skilled adults such Play Therapists to support vulnerable children
- By ensuring that the children who qualify for free school meals have their needs clearly identified and their progress closely monitored throughout their time in school.
- Support further interventions in learning when this would help a Free School Meals child reach their potential, including additional individual or small group tuition programmes through the work of class based Learning Support Assistants (LSAs). There is an LSA based in every classroom.
- To support the cost of running Breakfast Club
- Support the cost of whole school initiatives, Power of Reading and Blogging project
- To support the cost of purchasing a school mini bus

Smithdown Primary School's Pupil Premium Grant for 2014-15 is £165,206.00

The funding for pupils who are eligible for the pupil premium is used effectively, so that the attainment of pupils known to be eligible for free school meals is broadly in line with the national average and their progress is typically as good as other pupils in the school.

-Ofsted 2014

Expenditure	Area of Allocation	Desired Impact	Actual Impact
<p>£25,688 <i>Contribution to salary costs approx. 100%. Based in school for 5 days.</i></p>	<p>Family Link Worker: <i>Works with families to improve parenting skills, helping their child to read, preparing children for Nursery and School. Stay and play sessions for parents & toddlers. Stay & play sessions for parents with children in Reception & Year 1. Involving parents in the life of the school. Supporting vulnerable families. Holiday club opportunities. Whole school events involving families with parents and pupils working together. Supporting the 'Friends of Smithdown' group Refurbished family room. Resources</i></p>	<p>More parents involved in school life. Children more prepared for school. Parents more confident in dealing with their children and managing their feelings. Vulnerable families involved with Family Link Worker during holiday and term times. School prepared to support families at the start of term. Improved attendance. Positive school / home links Organising events to raise money for the school.</p>	<p>A positive impact and engagement from parents results in positive and happy children in school. 100% attendance from targeted vulnerable families and priority groups. EAL Parents improving with language acquisition. Confidence and self-esteem building for parents. 100% EAL courses full. 100% successful feedback from Positive Parenting course. Parents reported easier transition into nursery and Year 7. Improved attendance for children of parents involved in school courses.</p>
<p>£46,600 approx. <i>40% contribution to staff costs as each class has 50%+ pupils eligible for funding.</i></p>	<p>Class based LSAs x 8 & 1 additional LSA in the EYFS. <i>Contribution to salary costs of an LSA for each class and additional LSA in the EYFS and Year 2. They provide support for groups within the class and work with identified groups of children to develop literacy skills including phonics. All staff trained to deliver phonic sessions and precision teaching. EYFS LSA to support language acquisition, through 'Talk Boost' intervention</i></p>	<p>Improved standards at the end of Foundation Stage, Key Stage 1 & Key Stage 2. Pupil progress is expected for at least 90% children with 20% of pupils making accelerated progress. Pupils in the EYFS make at least expected progress and by end of Reception 50% have a good level of development.</p>	<p>By end of EYFS 45% of children achieved a good level of development 53% of PP children achieved a good level of development By the end of Year 1 86% of children achieved the expected standard in Phonics. This is an improvement of 25% from 2015. 92% of PP children achieved the</p>

			<p>expected standard in Phonics</p> <p>By the end of Key Stage 1 the gap between school and national and school and LA has decreased in reading, writing, and mathematics. PP children are performing broadly inline with NonPP children in Reading and Writing.</p> <p>By the end of Key Stage 2 the % of children achieving the expected standard in Reading, Mathematics and GPS is above national. PP children achieve broadly inline with NonPP children in Reading and Writing.</p>
£1,600.00	Beanstalk Reading Volunteers <i>identified individual children receive support for an hour each week with reading and reading related activities.</i>	Improved standards in Reading. Children to make rapid progress so that they are closer to expected by the end of the year.	Progression indicators demonstrate that targeted learners make at least expected progress and develop reading for pleasure. Expected levels have

			increased with new tests, which are not comparable to previous data.
£7,800 <i>100% contribution to staff costs</i>	Play Therapist <i>Based in school one day a week. Works on a 1:1 basis with children who require additional emotional support and development</i>	To improve the social and emotional development of identified vulnerable children	The targeted children have: Become more responsible for behaviours and develop more successful strategies. Develop new and creative solutions to problems. Develop respect and acceptance of self and others. Learn to experience and express emotion. Cultivate empathy and respect for thoughts and feelings of others. Learn new social skills and relational skills with family. Develop self-efficacy and thus a better assuredness about their abilities.
£8424	EAL teacher <i>Works with individual and groups of children to</i>	To raise standards so that the gap between school and national rapidly	By the end of EYFS 48% of our EAL children achieved a good

<i>100% contribution to staff costs</i>	<i>support them in acquiring skills to communicate effectively in English</i>	decreases. Children new to England quickly develop their ability to communicate in English, and begin to develop their spoken and written English.	level of development 84% of EAL children in Year 1 achieved the expected standard in phonics By the end of Key Stage 2 EAL children are now achieving broadly in line with their English first language speaking peers.
£2,000 <i>contribution to costs</i>	Education Welfare Officer <i>Based with the school for 1 day a week. (7 hours a week). Supports Team Around Team Meetings. Works in partnership with the School's Attendance Clerk.</i>	School attendance to be 97%.	School attendance finished on 96.2% PA only 5.72% of school population had attendance lower than 90%.
£2,000 <i>Breakfast Club Leader costs, contribution to staff costs (1 LSA)</i>	Breakfast Club <i>Contribution towards costs. Open to all pupils from 8:00am until the start of school. Breakfast is provided and children can play together, sit and chat, read etc before school.</i>	Children to have a good start to their school day. Improved attendance and punctuality. At least 75% of the membership to be eligible to PP funding.	Punctuality and attendance has improved for targeted pupils due to subsidised breakfast club. Feed- back from children talks about a positive first- hand experience to the start of their day.
£10,000 <i>contribution to 3 visit costs for all classes. Travel costs</i>	First Hand Experiences <i>Visits out of school, resources and visitors into school. Themed days for parents and pupils to share learning opportunities.</i>	Children to gain experiences to enhance and develop their learning. These experiences provide language, ideas and knowledge to develop writing and learning. Improved standards at the end of Key Stage 1 & 2. At least 90% of pupils to	All enrichment activities have resulted in confident, happy learners across the school with first hand experience to draw up on when writing and developing other skills.

		have made expected progress by the end of KS2 and 20% to have made better than expected progress.	
£3,000	Residential visits <i>Belfast</i>	Resulting in higher levels of overall well-being, confidence of pupils and knowledge and understanding of British Values. Greater levels of motivation and perseverance at specific, challenging tasks. Skills to be translated to classroom experiences.	All enrichment activities have resulted in confident, happy learners across the school with first hand experience to draw upon when writing and developing other skills.
£50000	Minibus <i>Wider learning opportunities for pupils</i>	<p>Opportunities for first hand experiences. Emotional well being further developed.</p> <p>Impact on pupil performance due to growing confidence. Healthy lifestyles promoted. Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing.</p> <p>Improved standards at the end of both Key Stages. Higher levels of overall wellbeing and confidence and understanding of British Values.</p> <p>Increased levels of motivation and</p>	All enrichment activities have resulted in confident, happy learners across the school with first hand experience to draw upon when writing and developing other skills. (see above for data)

		<p>perseverance at specific, challenging tasks.</p> <p>Skills to be translated to classroom experiences</p>	
£5000	<p>Staff CPD <i>Staff to attend relevant courses to help improve standards across the school -</i> <i>Power of Reading</i> <i>Blogging Project</i></p>	<p>Enhance teacher subject knowledge. Impact on teaching and learning, standards, closing the gap.</p>	<p>Children are now more encouraged to write for pleasure outside of school. By the end of KS2 57% of boys were at expected or better in writing and 56% of PP children were at expected or better in writing. By the end of EYFS 53% of PP children achieved a good level of development, this is an improvement of</p>