

Lainesmead Primary school

Pupil Premium Spending

2013-14

Percent FSM: 28% (no. 101)

Pupil Premium Funding 2013/14: £116,000

(most spending from 2012-13 to be retained following evaluation.)

Key stage 1 to Key stage 2 value added free school meals/children looked after 2012/13

	Overall		Mathematics		Reading		Writing	
	VA school	VA National	VA school	VA National	VA school	VA National	VA school	VA National
all pupils	100.7	100.0	101.0	100.0	100.7	100.0	100.2	100.0
CLA or FSM	100.7	99.8	101.4	99.8	100.6	99.7	99.2	99.8

Area of spend	Total Budgeted cost	Contribution from Pupil Premium	Description of intervention	Impact as identified by Sutton Trust/Hattie	Intended outcomes	How impact is to be measured	Impact of intervention
Parent Support Adviser (PSA)	£8296	£6500	Deep involvement with families and ensuring any disadvantages for FSM pupils is reduced. Work with our most vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care that they are entitled to.	Sutton Trust: Social and emotional learning +4 months,	FSM pupils are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.	Increase in levels of expected and good progress. Recording progress of FSM and comp to non-FSM. Improvements in attendance.	Case studies by the Family Centre show great impact on the families supported by the PSA in their individual circumstances.
Leading teacher	TLR salary X2 £2561	£5122	Seeking and sharing best practice in teaching and learning. Staff subject	Feedback +8 months Learning Styles + 2months	Quality of teaching and learning improves to reflect strategies	Quality of teaching improves	Quality of Teaching improved almost 100% good

coaches			knowledge and teaching styles developed through a coaching programme.		that accelerate progress in classrooms.		to outstanding.
Individual and small group tutoring (in addition to 2012-13)	£15,675 Release for teachers	£9,400 Proportion of role targeted at support of FSM students (60%)	Outstanding teachers work with individuals and small groups of identified pupils in Y2 and Y6. Individuals or small groups of 4/6 pupils receive writing booster classes to secure greater progress and improved levels.	Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months	More pupils make expected and good levels of progress. Non-movers receive appropriate interventions.	Rigorous tracking of the progress of children from the targeted groups occurs every term and the provision is modified as necessary.	Evidence of improving levels of progress following interventions and there is subjective evidence of growing confidence. Numbers of pupils making expected and good levels of progress, including 100% L4 by end of Year 6. Number of non-movers identified and shifted. See FSM data above for value added.
Learning Mentor	£7,000	£5,600	<p>Help to raise aspirations and self esteem of pupils and work with teaching staff to provide an extra layer of support for the pupil.</p> <p>Develop coping strategies with pupils, enhancing motivation, raising aspirations and encouraging re-</p>	Sutton Trust: Social and emotional learning +4 months,	Pupils eligible for FSM make expected and better levels of progress in all three areas of learning (Maths, Reading, writing)	Rigorous tracking by DH and Inclusion Manager	As above.

			<p>engagement in learning.</p> <p>Work with, guide and challenge pupils about barriers to learning in and out of the classroom environment.</p> <p>Promote transfer of information for pupils from primary to secondary schools.</p>				
Teaching Assistant for Early Years	£14,380	£14,380	<p>To support the progress of children in their early development.</p> <p>Acting as a key worker, assessing the progress of a group of children, identifying next steps in learning to ensure that they are making good and better progress.</p>	Sutton Trust: reduced class size +3 months	<p>To ensure that the very youngest children in the school make the best possible start in their education.</p> <p>Supporting the development of characteristics of effective learning.</p> <p>Those children who enter school at well below expectations make rapid progress to achieve the Early Learning Goals.</p>	<p>Rigorous tracking of pupil progress towards the ELG. Using range of evidence including for example observations, pupil recorded learning and key worker knowledge of pupils.</p>	<p>% of Lainesmead children achieving Early learning Goals matches national and Swindon %</p>