

## Lainesmead Primary school

### Pupil Premium Spending

2014-15

Percent FSM: 34% (no. 127)

Pupil Premium Funding 2014/15: £161,800

#### Key stage 1 to Key stage 2 value added free school meals/children looked after 2013/14

	Overall	Mathematics	Reading	Writing
	VA school	VA school	VA school	VA school
Other pupils	99.7	99.7	99.2	100.1
Dis advantaged pupils	98.3	98.4	97.9	98.3

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
<b>Parent Support Adviser (PSA)</b>	£14112	£10,000	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.
<b>Learning Mentor</b>	£9396	£7500	Help to raise aspirations and self esteem of pupils	Sutton Trust: Social and	Pupils eligible for FSM make expected and	Rigorous tracking by DH and Inclusion Manager	As above.

			<p>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-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>	emotional learning +4 months,	better levels of progress in all three areas of learning (Maths, Reading, writing)		
<b>Breakfast club</b>	£12,500 Including Staffing	£8,000 Reflecting likely proportion of FSM access (60%)	Breakfast provided to all FSM pupils free of charge to ensure access to food at the start of the school Day. Pupils, particularly FSM, are encouraged to attend.	Not evidenced by Sutton or Hattie	Ensure the availability of breakfast for FSM pupils so that they experience a positive start to the day, are ready to learn and eat healthy food at the start of each day.	Number of breakfasts served to increase over time - securing as many FSM students as possible.	Many pupils access the breakfast club, a good proportion of which are FSM. Subjective evidence of individual pupils able to start the school day ready to learn.
<b>Reading Recovery</b>	RR £33959	£21,000 50% FSM	To support one to one intervention for reading	one to one tuition +5 months	To support pupils with the lowest reading	Pupil's reading ability is assessed prior to	All children receiving Reading

	BRP £16596	£8000	through reading recovery teacher. 7 Reading recovery children received 1-1 daily teaching. 9 Year 2 BRP children. It is also the responsibility of the RR teacher to manage, train and support Better reading partners. 37 BRP children across the school (TA's+3 volunteers)		ability to enable them to catch up with their peers in reading and be able to access the rest of the curriculum more comfortably.	starting the programme and regularly throughout to ensure that they are reading at the level appropriate to their ability.	Recovery made accelerated progress. 80% Year 2 RR children gained a level 2+ in reading. All but one BRP child made at least good progress and met their targets. BRP Y1-average progress- 12 b/levels BRP Y2-APS 6.1 (class APS 5.2+4.6) HB -BRP YR 2 - APS 7 BRP Y3-All children made expected progress 3 out of 5 making more than expected.
<b>Pupil Premium Champion</b>	£63,500	£33,400 Proportion of role targeted at support of FSM students	To ensure rigorous tracking of pupil achievement, identifying interventions for pupils, including FSM pupils, who are non-moving and not making expected levels of progress. All children who are at risk of underachieving benefit from a combination of small group/1:1 TA/Teacher support in class and teacher led booster intervention classes to ensure progress is	Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months	DH to work tirelessly to ensure all students are supported to achieve. More pupils make expected and good levels of progress. Non-movers receive appropriate interventions. Also undertakes small group interventions and pupil conferencing.	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. In reading, writing and maths year groups generally make levels of expected progress in line with national. Where

			<p>maintained. Coaching sessions for children ensure they understand the next steps in their learning.</p> <p>Staff work with individuals and small groups of identified pupils at KS2. Groups of 4/6 pupils receive English booster classes to secure greater progress and improved levels.</p> <p>Release for Leading coach to support small group boosters in Maths.</p>				<p>they do not, mobility is a significant factor. If we compare to last year, levels of expected progress are generally in line, with a drop in levels of more than expected progress across the board. FSM children make expected and more than expected progress in line with (and sometimes better than) the cohort in reading, writing and maths.</p>
<b>Phase leaders</b>	TLR salary X3 £11,000	£11,000	<p>Working with DH seeking and sharing best practice in teaching and learning. Staff subject knowledge and teaching styles developed through a coaching programme.</p>	Feedback +8 months Learning Styles + 2months	Quality of teaching and learning improves to reflect strategies that accelerate progress in classrooms.	Quality of teaching improves	<p>Quality of Teaching improved 100% good to outstanding. Ofsted 2014</p>

<b>Individual and small group tutoring</b>	£15,675 Release for teachers	£10,000 Proportion of role targeted at support of FSM students	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. (see above)
<b>Teaching Assistant for Early Years</b>	£14,380	£14,380	To support the progress of children in their early development. 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. Also trained on BRP to start pupil's reading. (see below)	Sutton Trust: reduced class size +3 months	To ensure that the very youngest children in the school make the best possible start in their education. Supporting the development of characteristics of effective learning. Those children who enter school at well below expectations make rapid progress to achieve the Early Learning Goals.	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.	% of Lainesmead children achieving Early Learning Goals matches national and Swindon %
<b>Extracurricular activities and residential pursuits</b>	Total subsidy for all visits £6,500 (excludes swimming)	£6,500	Providing some support to parents experiencing financial difficulties for their children to go on school visits, residential visits and extracurricular activities.	Not evidenced by Sutton or Hattie Children's commission on Poverty 2014	To enable pupils to have opportunities that they may not have. To develop their knowledge and understanding of the world, enhance their vocabulary, increase their confidence and increase their	Pupil voice- pupils able to talk positively about their experiences, adding to their knowledge and understanding of the world.	100% of children eligible for FSM have attended at least one school trip this year. 2 G and T dancers able to access dance classes at Swindon Dance.

					engagement in school.		4 pupils have accessed horse riding lessons. All FSM pupils who want to attend residential trip can access IOW or Braeside visit.
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Please note that the total adds up to approx £200,000.

In line with the school's Pupil Premium policy:-

- 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.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.