

PINFOLD STREET PRIMARY SCHOOL PUPIL PREMIUM IMPACT

September 2019 – July 2020

Action	Success criteria	Impact	Costs
a) Targetted support			
Provide specific targeted interventions TAs to take intervention groups to accelerate progress in identified areas	Teaching Assistants, trained in delivering accredited interventions* and school based interventions, ensure pupils receive the appropriate support to close any identified gaps in learning, receive specific support enable them to access the learning and make accelerated progress	See 'Overview of Interventions' at the bottom of this document.	£122,000
Targetted small group teaching Y3-6	Bespoke curriculum is planned for English and maths based on analysis of reading, writing and maths assessments and needs identified in Education & Health Care Plan and SEN Support Plans.	Curriculum tailored for each groups' needs. Smaller focus groups allow for greater time with teacher and lower teacher pupil ratios. Expected progress would be 3 steps Y3/4 Group Progress (7 children) R – 4.2 steps W – 4.5 steps M – 3.8 steps Y5 progress TG/RW (16 children) R – 3.1 steps W- 2.6 steps M – 3.1 steps Y6 progress VG Group (18 children): R – 3.2 steps W – 3.5 steps M – 3.2 steps	£25,000
b) Purchase educational resources to improve engagement and motivation			
Promote a love of reading and improve reading skills	New School Library is stocked with a full range of texts covering all genres and interests. Purchase sufficient books for all stages on the accelerated reader programme.	A wide variety of books purchased for all stages on the AR programmed. School library contains a wide variety of genres and texts.	£2,000
Improve pupil engagement in lessons To improve educational resources and equipment in Irresistible Learning	IL topics fully resourced with costumes and artefacts. Engagement and interest increased.	School topics are well-resourced with a range of interesting artefacts, text books and costumes. Children are interested in the lessons and these artifacts 'hook' them into their learning. Curriculum Leader carried out an audit into topic resources and stocked the topics in need.	£2000
App based learning	Pupils develop a range of skills across the curriculum through app based learning	GS Green Screen app – children can add backgrounds to their green screen recordings. Times Tables Rockstars installed in iPads and accessible for every child at home. Increased participation in Times Tables.	£5,000
c) Parent support			
Salary including oncosts for a Parent Support Advisor to focus on engaging with parents/carers of vulnerable and disadvantaged families	Higher levels of engagement with hard to reach families, resulting in improved attendance, higher standards and accelerated progress	Attendance data shows that consistently, no groups of pupils have significantly lower attendance than national.	£23,000
Promote parental engagement in learning by provide/part-pay for Read Write Inc. homework resources for supporting	Higher levels of engagement with hard to reach families, resulting in improved attendance, higher standards and accelerated progress	Reading bags with phonics cards, name writing activities, maths activities were provided for all new starters in July 2020 in preparation for them attending school. Staff made videos demonstrating how to use the resources and they were shared with parents.	£1,700

children's English at home		Approximately 50% of parents had spent time with their children looking at these resources.	
Provide learning hospitality	Parents feel welcome and catered for at events therefore will attend more frequently	Did not happen due to COVID.	£300
Motivate pupils to attend school	Pupils aspire to attend regularly and be rewarded with excellent attendance event	HERO event successfully held in school. Here, Everyday, Ready, Ontime. Children dressed up as an attendance super hero and attendance for that week....	£,2000
Work with Attendance Officer to introduce further strategies to improve attendance	Improved overall attendance for all learners and reduce persistent absenteeism	Reduction in the number of persistently absent pupils from 37 in July 18 to 27 in July 19. It was difficult to measure for 2019-20 as we didn't have the full year.	£,3000
d) Well-being			
Promoting healthy and active lifestyles with improvements to playground equipment	Pupils have a productive time and physical activity therefore are ready for learning in the afternoon. Pupils will feel the benefits of leading active, healthy lives.	Outdoor Gym Additional playground equipment has increased the amount of activities taking place at lunchtimes and playtimes.	£5,000
Nurture / personal intervention sessions run for targeted pupils.	Pupils emotional and mental health needs are met by attending weekly nurture sessions delivered by trained staff.	Nurture program run in Autumn term in: Y3, Y4, Y5, Y6. Spring term in: Y1, Y2, Y5, Y6. Nurture has had a positive impact with children entering and leaving the program as and when it is suitable for their needs. The sessions support children's mental health and well-being.	£10,000
Breakfast snack	All pupils have eaten sufficiently to enable them to focus on learning.	11 PP children attended breakfast club every day. This set the children up for a calm, settled and orderly start to the day and ensured that they had breakfast to help them learn in school lessons.	£1,000
e) Contribution to residential			
Subsidies to educational residential visits Y6 France subsidy = £3,000 Y5 Brynti = £2,000 Y4 York/Chester = £1,000	Evidence of curriculum enhancement and increased experiences, including independence through taking part in residential visits. Confidence and self-esteem levels improved. Hard to reach pupils engaged.	Brynti – took place. Finds used to invite PP children. Children developed team work, self-esteem and confidence. York/Chester – did not happen due to COVID. France – did not happen due to COVID.	£6,000
f) Quality first teaching			
Improve quality first teaching; English, Maths and SEN co-ordinators to provide planning and strategic support for all staff	Teachers are supported with planning and delivery of lessons more closely linked to formative assessments; clarity of progression is improved.	English Leader and Maths Leader supported planning with all year groups. Helped them to plan the journey of lessons and progression of skills. Pupil Progress meetings informed which year groups received the planning support for each term.	£30,000
Learning Technologies teacher support	Teachers are skilled to enhance learning opportunities using technology	Squirrel learning day supported staff with the use of the technology in the recording studio.	£4,000
g) Curriculum enrichment			
Trips - Enrichment through the arts £1,000 per year group	Pupils will go to a range of quality productions (Including theatre trips, Symphony Hall etc) to develop/ignite interests and aspirations for the arts.	Shakespeare workshops in school built upon the English work into the Macbeth unit and brought the play to life.	£7,000
Develop eco area/school animals to enhance children's experiences	Increased interest in outdoors, environment and wildlife is evident. Increased self-esteem observed. Emotional well-being improved when pupils spend time with the animals Hard to reach pupils engaged.	Whole area where the animals are has been covered with membrane and stones. This means it is accessible to pupils all year round. Full mains electric has been installed and the classroom has been insulated. This means that it usable all year.	£3,000
Lego robotics	Pupils in Y2-6 develop their coding skills and problem solving strategies.	Squirrel Learning robotics session in EYFS supported children with fine motor skills and problem solving strategies.	£2,500

Enrichment through technology	Pupils in Year R – 6 have two enrichment days to enrich a chosen topic through technology (podcasts, short films, digital media etc)	Did not happen due to covid	£6,500
Music tuition	Rocksteady – provide weekly sessions with a group of pupils from Y4,5 & 6. Teach tuned instruments and perform within a band	18 children participated and improved their musical skills and confidence in playing an instrument.	£5,000
Develop musical experiences (e.g. through Stringcredible workshops) to enhance children's experiences	Musical learning opportunities and experiences have been widened. Increased interest in different types of music and playing musical instruments.	Planned for June 2020 – did not happen due to covid	£2,000
Develop artistic experiences (e.g. through workshops with an artist) to enhance children's experiences	Artistic learning opportunities and experiences have been widened through working with a talented artist. Improved modelling of artist skills and ignite passion for art within children.	Planned for Summer Term through Arts Mark work – did not happen due to covid	£6,000
Develop poetry writing and experience through work with Andy Tooze	Poetry writing opportunities and experiences have been widened. Children enjoy and write poetry.	Did not happen due to COVID.	£3,000
Re-allocation of funds			
Purchase ipads to give to pupils who are isolating	Pupils will not be disadvantaged. They will be able to access all learning when they are isolating.	30 ipads to be reallocated for home learning 30 ipads for Y1 pupils so they can be used in class and pupils in Y1 can be taught how to access in readiness for home learning.	£15,000
Total Spend			£277,000

** Accredited interventions

Nurture Support: K Berry, J Ward, J Morgan and L Wright

Social and Communication Group: J Powell and L Williams

Learning Mentor: L Shackleton

Wellcomm: L Williams, J Davies and D Smith

Talk Boost/Early Talk Boost: L Williams, D de Vine, J Davies and D Smith

KS2 Talk Boost: J Ward, J Powell, A Love

Reading Catch Up: S Stokes, M Page, M Reeves

Overview of Interventions

Intervention	Year group	Frequency	Impact
Early Talk Boost	Reception	3 x 30 minute slots per week	23 children attended. Improved early speaking and listening skills. Had a positive impact.
Fine Motor Skills	Reception	2 x 30 minute slots per week	11 children attended. Improved fine motor skills and had a positive impact in writing, grip and pencil control.
Social Communication games	Reception	4 x 15 minute slots per week	11 children attended. Improved communication and turn taking.
Talk boost	Year 1	3 x per week	10 children attended (5 PP) a 10 week programme. Made good progress and improved speaking and listening.
Social Communication	Year 1	1 x per week	10 children attended (3 PP) and improved their speaking and listening skills.
Phonics	Year 1	1 x per week	38 children attended (18 PP) phonics and lower phonics intervention. Some good progressed. Moved onto RWI structure for phonics.
Nurture	Year 1	1 x per week	7 children attended (3 PP) and made good progress in discussing feelings and emotions.
Phonics and Taming Tricky	Year 2	4 x per week	20 children attended (10 PP) and made some progress. Moved onto RWI structure for phonics.
Dough Disco	Year 2	10 mins every day	16 children (6 PP) attended and improved fine and gross motor skills. This had an impact on writing.
Nurture	Year 3	1 x per week	7 children attended (6 PP) and made good progress in discussing feelings and emotions. Some children were moved in a learning behaviour intervention.

Social Communication	Year 3	1 x per week	12 children attended (3 PP) and made some progress. Some children were moved into nurture and the learning behaviours intervention.
Reading Catch Up	Year 3	2 x per week	12 children attended (6 PP) and made good progress on individual reading gaps. Average progress of 1 step was made during the intervention. Moved onto RWI structure.
Maths Historical Gaps	Year 3	1 x weekly	Every child in Year 3 attended and made progress filling in gaps in knowledge of times tables. As they completed one table, they moved onto another.
Social Communication	Year 3	1 x weekly	12 children attended (6 PP) and made good progress. Some children were moved into nurture.
Nurture	Year 4	1 x weekly	8 children attended (6 PP) and made good progress. Other needs identified so some children moved to Social Communication.
Social Communication	Year 4	1 x weekly	11 children attended (7 PP) and made good progress. Some children were moved to nurture as this was the identified need.
Taming Tricky	Year 4	1 x weekly	4 children attended (2 PP) and made some progress. Some children were moved to a small tailored group.
Nurture	Year 5	1 x weekly	11 children attended (7 PP) and made good progress. Some children were moved to Social Communication, as this was the need identified.
Social Communication	Year 5	1 x weekly	12 children attended (7 PP) and made good progress within the group situation.
Nurture	Year 6	1 x weekly	8 children attended (5 PP) and made good progress. Some children were moved to social communication.
Social Communication	Year 6	1 x weekly	8 children attended (6 PP) and achieved good learning behaviours within the group.
GDS Writing	Year 6	1 x weekly	9 children attended (4 PP) and made good progress. Avg. progress of 3.3 steps.
EXS Writing	Year 6	1 x weekly	10 children attended (9 PP) and made good progress. Avg. progress of 2.9 steps.
WTS Writing	Year 6	1 x weekly	5 children attended (3 PP) and made good progress. Avg. progress of 3.8 steps.
GDS Reading	Year 6	1 x weekly	8 children attended (3 PP) and made good progress. Avg. progress of 3.1 steps.
EXS Reading	Year 6	1 x weekly	13 children attended (11 PP) and made good progress. Avg. progress of 2.9 steps.