

Pupil Premium Report 2013-2014

The primary aim of the Pupil Premium is to raise achievement among disadvantaged children. In addition, its wider aims are:

- ⤴ to increase social mobility;
- ⤴ to enable more pupils from disadvantaged backgrounds to get to the top universities;
- ⤴ to reduce the attainment gap between the highest and the lowest achieving pupils nationally.

Given that social class is still the largest single determinant of success at school, the use of Pupil Premium funding, and the impact of this funding, is a key issue for all schools. In particular, it could be a key tool in both for improving outcomes and for addressing educational inequality.

St Ebbe's C. E. Primary School has the following principles, which guide policy in allocating its Pupil Premium funding:

- Pupil Premium funding is ring-fenced and spent on targeted pupils.
- The school has consistently high aspirations for children entitled to Pupil Premium and focuses on supporting our disadvantaged pupils to achieve the highest levels.
- The school pursues detailed analysis of any underachievement of disadvantaged pupils, particularly in Maths and English.
- The school follows an evidence-based approach in justifying which interventions Pupil Premium funding is to be allocated to; interventions are prioritised according to their impact on the targeted pupils and their wider impact.
- The school allocates experienced, well-qualified staff to Pupil Premium interventions and prioritises use of qualified teachers wherever possible.
- The performance of the school's disadvantaged pupils is always one of the highest priority aims in the School Development & Improvement Plan.

St Ebbe's C. E. Primary School received £49,556 of pupil premium in the academic year 2013-2014. The money is allocated on the basis of the number of children known to be entitled to free school meals over the past 6 years. There are currently 55 children on roll who fulfil this criterion.

The money was allocated to a number of different areas and projects as shown overleaf. The impact of these has been monitored and, along with the relevant national research, will be used to plan the use of Pupil Premium money for the academic year 2014-2015.

For each intervention, working right to left (so % expenditure can easily be seen), expenditure, the number of children involved and expenditure per child is shown. This is then followed by a brief assessment of impact and a recommendation on action. The latter is coded as follows:

C = Continue: Where a programme has been shown to be effective, we want to continue it.

E = Expand: Where a programme has been shown to be effective and could benefit more children, we want to expand it.

D = Develop: Where a programme has shown potential but could have a greater impact if revised, we want to develop it.

X = Discontinue: Where a programme is shown to have no, or insufficient, impact (taking into account expenditure), we will discontinue it.

Further detail on each intervention is given in the attached appendix.

Gawain Little (Pupil Premium Champion), Andrew Godley and Helen Pope (Governors with responsibility for Pupil Premium)
December 2014

Description	Action	Impact	Amount per Child	Children	Amount	Percentage
Pupil Premium Champion	C	Strong	£98	45 (all)	£4,394	9%
Specialist Maths teacher	D	Strong	£293	45 (all)	£13,179	26%
Home-School-Community Link Worker	E	Strong	£51	45 (all)	£2,281	4%
Structured Conversation	D	Moderate	0	45 (all)	0	0%
Strategic Breakfast Club	E	Strong	£406	15	£6,089	12%
Walking School Bus	E	Strong	Included in the cost of Breakfast Club			
Strategic Homework Club	D	Weak/Unmeasurable	£64	7	£446	1%
One-to-One Tuition	C	Strong	£300	4	£1,200	2%
ARCH Reading Support	C	Strong	£100	5	£500	1%
Reading Quest	C	Strong	£57	7	£400	1%
Oxfordshire Reading Campaign	C	Strong	£46	12	£555	1%
Maths Language Group	C	Strong	£27	5	£136	1%
Maths Basic Skills Group	C	Strong	£50	7	£347	1%
Outdoor Education	D	Strong	£341	12	£4,097	8%
Educational Visits	D	Weak/Unmeasurable	£21	45	£937	2%
Mentoring	D/E	Moderate	£35	1	£35	0%
Time Together / Nurture Group / SEAL	C	Strong	£40	15	£604	1%
Library Visits	E	Unmeasurable (see appendix)	£69	3	£206	1%
Phoenix Group	C	Strong	£106	3	£318	1%
After-School Clubs	D	Weak/Unmeasurable	£191	10	£1913	4%
Additional Teaching Support	D	Strong/Unmeasurable	£265	45 (all)	£11,919	24%

Free School Meal (Pupil Premium) children performance 2013/14. Summary of Outcomes.

	<i>School FSM</i>	<i>National FSM</i>	<i>School Non FSM</i>	<i>National Non FSM</i>
YR 1 Phonics checker (% attainment)	73	63	88	78
KS1 Points Progress (5 FSM pupils at St Ebbe's)	13.4	14.6	17.4	16.4
KS2 attainment (L4+%) (5 FSM pupils at St Ebbe's)	60	67	94	83
KS2 APS (5 FSM pupils at St Ebbe's)	28.2	27.0	31.0	29.4

	<i>2012</i>		<i>2013</i>		<i>2014</i>	
	<i>School FSM</i>	<i>National FSM</i>	<i>School FSM</i>	<i>National FSM</i>	<i>School FSM</i>	<i>National FSM</i>
KS1 □ KS2 Value Added (National average for all pupils = 100)	99.5	99.7	99.9	99.8	100.4	99.7
	<i>School Non-FSM</i>	<i>National Non-FSM</i>	<i>School Non-FSM</i>	<i>National Non-FSM</i>	<i>School Non-FSM</i>	<i>National Non-FSM</i>
KS1 □ 2 VA	101.0	100.0	100.2	100.1	100.7	100.1

Commentary:

- The School FSM pupils outperformed FSM children nationally at Yr 1 phonics checker, and by the same margin as our Non FSM pupils outperformed non-FSM pupils nationwide. This is very good.
- Our KS1 FSM children did not achieve the same average points progress as FSM children nationwide. This cohort also underperformed relative to non-FSM children at KS1. This is likely to be cohort specific because 2/5 had significant SEND.
- Our KS2 FSM children matched the same level of attainment as KS2 FSM children nationwide. (For small cohorts like this one, 5 pupils, it is more accurate to think of the outcome as a range of between 60-79% of KS2 children attaining L4+, which is comparable with the national average of 67%). Our non-FSM pupils significantly outperform the national average at KS2. Our performance here is acceptable, but not outstanding. Note, however, that 1/5 of the FSM cohort had significant SEND and two were low attainment at the end of KS1.
- The school's impact on Pupil Premium children appears to be improving over time. The value added (the improvement from KS1 to KS2) for FSM pupils relative to the national average has moved from slight relative underperformance in 2012 (99.5 compared with 99.7) to a significant over-performance in 2014 (100.4 compared with 99.7). And note that the most recent cohort of FSM pupils (2014) outperformed the non-FSM children nationwide (100.4 compared with 100.1). This is a very good outcome.

In summary, the best way of interpreting the data is that some concerns remain (e.g. KS1 attainment), but the school appears to be moving towards both improving the academic outcomes of FSM pupils and of closing the gap between the school's FSM pupils and the non-FSM pupils across the country. Source: *RAISE Online* (unvalidated data) (date of publication 20 October 2014).

Additional Results

Y3 Transition Matrices:

- 100% children on track to convert KS1 to KS2 in Reading
- 100% children on track to convert KS1 to KS2 in Writing
- 100% children on track to convert KS1 to KS2 in Maths

Y4 Transition Matrices:

- 100% children on track to convert KS1 to KS2 in Reading
- 89% children on track to convert KS1 to KS2 in Writing
- 89% children on track to convert KS1 to KS2 in Maths

Y5 Transition Matrices:

- 87% children on track to convert KS1 to KS2 in Reading
- 100% children on track to convert KS1 to KS2 in Writing

- 83 % children on track to convert KS1 to KS2 in Maths

KS2 Transition Matrices:

- 100% children converted KS1 to KS2 in Reading
- 100% children converted KS1 to KS2 in Writing
- 80% children converted KS1 to KS2 in Maths

Pupil Premium Champion

This is the first year that the school has released a class teacher for one afternoon a week to co-ordinate the use of Pupil Premium funding. This was felt to be essential in order to give proper strategic direction to the use of what is now a large sum of money. The role has included liaising with class teachers, initiating and monitoring interventions, line-managing staff involved in delivering interventions outside of school time (specifically Breakfast Club staff and the Home School Link Worker), monitoring and analysing data, and reporting to governors. The PP Champion is line-managed by the Deputy Headteacher and works closely with the link governors for PP.

Impact	Action
<ul style="list-style-type: none"> • 62% PP children reaching 'Good Level of Development' in EYFS, compared to 15% last year • 71% PP children passing Y1 Phonics Screening Check, compared to 67% last year and 57% nationally • 100% Y3 children on track to convert KS1 to KS2 in Reading • 100% Y3 children on track to convert KS1 to KS2 in Writing • 100% Y3 children on track to convert KS1 to KS2 in Maths • 100% Y4 children on track to convert KS1 to KS2 in Reading • 89% Y4 children on track to convert KS1 to KS2 in Writing • 89% Y4 children on track to convert KS1 to KS2 in Maths • 87% Y5 children on track to convert KS1 to KS2 in Reading • 100% Y5 children on track to convert KS1 to KS2 in Writing • 83 % Y5 children on track to convert KS1 to KS2 in Maths • 100% Y6 children converted KS1 to KS2 in Reading • 100% Y6 children converted KS1 to KS2 in Writing • 67% Y6 children converted KS1 to KS2 in Maths • Attendance for target children has improved from 92.99% (2012/13) to 94.16% (2013/14) • Detailed tracking of progress for all disadvantaged children • Regular and detailed reports to SLT and Governors (see SLT, Governing Body minutes) • Strategic planning of PP interventions has enabled the school to discontinue interventions which have little impact 	<p>Continue to develop the role of the PP Champion and the strategic plan for effective use of PP funding.</p>

Specialist Maths Teacher

This is also the first year the school has released a class teacher to work across the whole school as a Specialist Maths Teacher on the basis of one and a half days a week. The development of Specialist Maths Teachers was a recommendation of the Williams Commission (2008) which proposed the development of a maths specialist in every primary school in order to promote the subject. The role includes working with targeted groups of children at risk of underachievement in maths, supporting the development of teaching and learning in maths through a Peer Coaching programme, teaching a Y5/6 maths group on a weekly basis, working with parents to support their child's development in maths, working with governors to develop the school's approach to teaching and learning in maths, and providing support and guidance to colleagues on an informal and formal basis with the teaching and learning of maths. Whilst this role is designed to have an impact on the teaching and learning of maths across the school, it is specifically focused on improving outcomes for PP children. This was identified as a key area for development in the SIDP.

Impact	Action
<ul style="list-style-type: none"> • Increased leadership capacity, particularly around new curriculum (see SLT, Governing Body minutes) • Peer Coaching programme has supported improvement in quality of teaching and learning, benefiting disadvantaged students in particular • Monitoring of teaching and learning (inc. Learning Walks, Book Scrutiny) has focused specifically on disadvantaged students, leading to improvements (see monitoring reports) • Development of new curriculum has focused on engagement of 'hard to reach' students, particularly the economically disadvantaged • Wider parental and community engagement in maths <p>For PP children:</p> <ul style="list-style-type: none"> • 100% Y3 children on track to convert KS1 to KS2 in Maths • 89% Y4 children on track to convert KS1 to KS2 in Maths • 83 % Y5 children on track to convert KS1 to KS2 in Maths • 67% Y6 children converted KS1 to KS2 in Maths 	<p>Develop this role further in relation the introduction of the new maths curriculum and the impact of this on PP children.</p>

Home-School-Community Link Worker

A proportion of PP funding this year was used to support the engagement of a HSLC Worker five hours a week. This role included working with families of children entitled to the Pupil Premium on a variety of issues including homework, attendance, engagement with school. Immediate issues were addressed in the context of forming stronger bonds between the school and families of children entitled to PP and others. Parental engagement is rated by the Sutton Trust (2011) as having a 'moderate impact' on achievement and is a key strand of the Achievement for All (AfA) project, which the school was engaged in 2013-14. Blandford & Knowles (2013) cite a range of evidence, both from research and from the AfA pilot study, on the positive impact of parental involvement and parental engagement on the academic achievement of their children.

Impact	Action
<ul style="list-style-type: none"> • 62% PP children reaching 'Good Level of Development' in EYFS, compared to 15% last year • 71% PP children passing Y1 Phonics Screening Check, compared to 67% last year and 57% nationally • 100% Y3 children on track to convert KS1 to KS2 in Reading • 100% Y3 children on track to convert KS1 to KS2 in Writing • 100% Y3 children on track to convert KS1 to KS2 in Maths • 100% Y4 children on track to convert KS1 to KS2 in Reading • 89% Y4 children on track to convert KS1 to KS2 in Writing • 89% Y4 children on track to convert KS1 to KS2 in Maths • 87% Y5 children on track to convert KS1 to KS2 in Reading • 100% Y5 children on track to convert KS1 to KS2 in Writing • 83 % Y5 children on track to convert KS1 to KS2 in Maths • 100% Y6 children converted KS1 to KS2 in Reading • 100% Y6 children converted KS1 to KS2 in Writing • 67% Y6 children converted KS1 to KS2 in Maths • Attendance for target children has improved from 92.99% (2012/13) to 94.16% (2013/14) • Feedback from parents shows greater engagement in their child's learning stemming directly from HSCLW role. • Feedback from teachers shows greater engagement in learning from those children supported 	<p>Expand this role for 2014-15 within available funds to work with more families.</p>

Structured Conversation

As part of the school's involvement in the *Achievement for All* project last year, we began to roll out a programme of Structured Conversation across the school. These carefully-structured conversations, based on the development of a coaching model for use specifically with vulnerable families in schools, replace normal teacher-parent consultations for these students and are based on engaging the teacher, student and parents/carers in working collaboratively to support the engagement and achievement of the student. Evidence from the *Achievement for All* pilot

Impact	Action
<ul style="list-style-type: none"> • Greater parental engagement from those families where structured conversation was used. <p>A contribution towards the following through increased parental engagement:</p> <ul style="list-style-type: none"> • 62% PP children reaching 'Good Level of Development' in EYFS, compared to 15% last year • 71% PP children passing Y1 Phonics Screening Check, compared to 67% last year and 57% nationally • 100% Y3 children on track to convert KS1 to KS2 in Reading • 100% Y3 children on track to convert KS1 to KS2 in Writing • 100% Y3 children on track to convert KS1 to KS2 in Maths • 100% Y4 children on track to convert KS1 to KS2 in Reading • 89% Y4 children on track to convert KS1 to KS2 in Writing • 89% Y4 children on track to convert KS1 to KS2 in Maths • 87% Y5 children on track to convert KS1 to KS2 in Reading • 100% Y5 children on track to convert KS1 to KS2 in Writing • 83 % Y5 children on track to convert KS1 to KS2 in Maths • 100% Y6 children converted KS1 to KS2 in Reading • 100% Y6 children converted KS1 to KS2 in Writing • 67% Y6 children converted KS1 to KS2 in Maths • Attendance for target children has improved from 92.99% (2012/13) to 94.16% (2013/14) 	<p>Develop the structured conversation approach into a system of reviews for children entitled to PP and put in place funding to release teachers during the school day to carry out structured conversations for those PP children not already covered by SEND reviews. Combine this with a profile and tracking system, based on that used for pupils with SEND.</p>

Strategic Breakfast Club & Walking School Bus

A portion of PP funding this year has been spent on establishing a strategic breakfast club. All children can apply for a place at the breakfast but children entitled to PP receive a free place and staffing costs are subsidised using the Pupil Premium. There is also an associated walking school bus, funded through PP. The breakfast club and walking school bus serve a range of functions, both in tackling attendance issues, ensuring children begin the day well-fed and ready to learn, and supporting parents who begin work before school drop-off time. The breakfast club has also helped children to develop a positive relationship with members of staff (it is staffed by teaching assistants working at the school) and provided opportunities for educational activities to take place before school. A Local Authority note of inspection was very positive about the club and the role it plays in supporting parents and children, as well as making some practical suggestions which have been developed since the inspection visit.

Impact	Action
<ul style="list-style-type: none">• Attendance has improved from 89.84% (2012/13) to 93.91% (2013/14)• Local Authority Note of Inspection judgement: Satisfactory• Note of Inspection summative comment: "It was very calm at the club and Helena is very passionate about providing an enriching experience for children who attend. You should be pleased with all that you have done and number of children attending the club given the short time it has been running for".• Feedback from parents is overwhelmingly positive• Feedback from teachers refers to the impact of breakfast club on attendance, punctuality and learning• Average attendance for walking school bus has improved from 87.59% (2012/13) to 93.90% (2013/14)	Expand staffing and promotion to increase the size of the breakfast club and the number of PP children it caters for. Develop a second walking school bus to cater for children living to the south of the school.

Strategic Homework Club

Support with homework is rated by the Sutton Trust (2011) as having a “moderate impact (+5 months)” for very low cost. In academic year 2013-14, we have run a weekly homework club for targeted children entitled to the Pupil Premium. This supports children in producing regular high-quality homework, aims to enthuse and engage them in their learning and gives them a sense of pride in their work. Initially, the club was run by a single teaching assistant but a mid-year evaluation has led to it being run by a class teacher with support from a TA. The impact of this club has been felt both in the quality of the work produced by children attending and also in their engagement with work in class relating to topics studied during homework.

Impact	Action
There has been too much variation in attendance to assess impact accurately but, for those attending to Spring term assessment point, progress was: <ul style="list-style-type: none">• Reading 2.3pts• Writing 2.9pts• Maths 2.3pts	Develop homework club under the leadership of a senior teacher to involve a steady group of target children and their families in engagement with school.

One-to-One Tuition

According to the survey of research carried out by the Sutton Trust (2011), the use of one-to-one tuition can have a significant impact on pupils' results but is relatively expensive. Ring-fenced funding for one-to-one tuition was introduced by the previous government and over the past five years, St Ebbe's has worked with a number of trained tutors to support children at risk of underachievement. Based on the success of this intervention in the past, it was decided to allocate a significant proportion of the money to supporting children in this way.

Impact	Action
<ul style="list-style-type: none">• Average +3.3pts Reading & Writing for children involved• Positive feedback from teachers	Continue

ARCH Reading Support

A proportion of PP money in 2013-14 was invested in reading support through the ARCH scheme for children entitled to Pupil Premium. This is a programme involving external volunteers who come in to school to read with children on a regular basis.

Impact	Action
<ul style="list-style-type: none">• 7/8 children making bte progress• 8 chn now working at or above ARE• APP +4	Continue.

Reading Quest

Some children entitled to PP participated in Reading Quest, a structured programme of reading support which was funded from the PP budget. This was monitored throughout the year and has contributed to the progress of the children involved.

Impact	Action
<ul style="list-style-type: none">• Y2/3: Average gain in reading – 14m• Y2/3: Average gain in writing – 9m• Y2: Average gain in reading – 6m• Y2: Average gain in writing – 10m• Y1/2: Average Points progress in reading – 5	Continue

Oxfordshire Reading Campaign

The school was offered the opportunity to participate in the Oxfordshire Reading Campaign, a new local reading programme which involves regular reading sessions with a teaching assistant using Project X Code materials, support from a volunteer reader and training for teachers and teaching assistants. It was decided to participate in the programme and to fund a proportion of the cost from the PP budget because of the impact we felt the campaign could have on children entitled to the PP. Over the two years the programme has run, it has contributed to an improvement in reading across the school, as well as specific improvements for PP children.

Impact	Action
<ul style="list-style-type: none">• Y2: Average progress in sentence reading age – 7.3m; Average progress in phonics age – 9m• Y3: Average progress in phonics age – 8m• Y4: Average progress in phonics age – 18m• Y5: Average progress in phonics age – 4yrs 6m	Continue.

Maths Language Group

A proportion of PP money was spent of maths language groups for children working in EYFS and Y1. These groups were led by a mixture of teachers and TAs.

Impact	Action
<ul style="list-style-type: none">• EYFS: 3/4 children made GLD in one area of maths.• Y1: Average points progress +5.2 (expected for 6/10, less than expected for 4/10)	Continue.

Maths Basic Skills Group

A proportion of PP funding was used to run a maths basic skills group.

Impact	Action
<ul style="list-style-type: none">• Y2: APP +4.3• Y3: APP+3.6• Y5: APP +2	Continue.

Outdoor Education

Children at St Ebbe's School are offered the opportunity to participate in three residential outdoor education visits during their time at the school. In year four, they spend a night at Hill End OEC in Oxfordshire, in year five a week at Yenworthy OEC in Devon and in year six a week at Woodlands OEC in Wales. Teachers have reported a significant impact in terms of engagement and academic progress following these trips and believe that they contribute a lot to the educational and social development of the children who go. This is supported by the study 'Learning Outside the Classroom' (OFSTED, 2008) which found that outdoor learning "led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour." A key part of the curriculum at Oxfordshire Outdoor Education Centres is a focus on meta-cognition and self-regulation, developing positive approaches to learning new skills through explicit discussion of attitudes and strategies as learners. These same skills, applied in other subject areas, have been shown to have significant impact on pupil attainment and are one of the most recommended groups of strategies for raising the attainment of disadvantaged children according to the summary of research produced by the Sutton Trust (2011). Again, this is backed up by previous research by the NFER (2004) which found that benefits of outdoor adventure activities included "the development of general and specific academic skills, as well as improved engagement and achievement". Due to the nature of the visits, the school-level impact has been difficult to analyse quantitatively but the qualitative evidence collected on focus children suggests a significant impact in terms of academic resilience, motivation and the development of positive self-regulation strategies. It also seems that this impact may be greater for economically disadvantaged children.

Impact	Action
<ul style="list-style-type: none"> • Positive feedback from teachers and TAs related to engagement, independence and learning. • 100% Y4 children on track to convert KS1 to KS2 in Reading • 89% Y4 children on track to convert KS1 to KS2 in Writing • 89% Y4 children on track to convert KS1 to KS2 in Maths • 87% Y5 children on track to convert KS1 to KS2 in Reading • 100% Y5 children on track to convert KS1 to KS2 in Writing • 83 % Y5 children on track to convert KS1 to KS2 in Maths • 100% Y6 children converted KS1 to KS2 in Reading • 100% Y6 children converted KS1 to KS2 in Writing • 67% Y6 children converted KS1 to KS2 in Maths 	<p>Feedback from staff suggests that this has a dramatic impact on children's engagement and independence, leading to improved learning. However, key visits currently happen too late in the school year for this to have maximum impact. Propose moving Yenworthy and Woodlands visits earlier in the year.</p>

Educational Visits

Some of the Pupil Premium funding was used to support places on educational visits for children entitled to receive PP funding. The majority of these trips were directly linked to aspects of the curriculum, although there are obviously social and emotional benefits to being included in these trips also. Whilst it is difficult to measure the impact of involvement in an activity which all children participated in, qualitative evidence suggests that the negative impact of these children being unable to attend such visits would be readily recognisable.

Impact	Action
Difficult to measure impact directly but: <ul style="list-style-type: none">• Positive feedback from teachers and TAs• Positive feedback from parents	There is a need to put in place a more rigorous system for approving funding and monitoring impact.

Mentoring

Last year, we piloted a mentoring project with a child in Year 5 being supported by weekly mentoring sessions with an ex-student of the school currently study A-levels. We ran group training for potential mentors, in which four ex-students participated, and a pilot pairing was set up. The training and structure of the scheme was based on research into effective mentoring and cross-age tutoring projects. This suggests positive outcomes can include “learning academic skills, developing social behaviours and discipline, and enhancing peer relationships”. The studies show that “students benefit academically through practice and communication and self-esteem increases through social interaction and contribution to classroom learning”. In addition cross-age mentoring “can enhance self-esteem among older students ... and result in a more cooperative classroom and an improved school atmosphere.” Access Center (2004).

Based on the pilot project, we have made some adjustments to the programme for 2014-15, including a more structured focus on social and emotional aspects of learning. We are now looking to expand this to a full programme involving students in Y5 & Y6, paired with ex-students who have participated in our training for mentors.

Impact	Action
Although this was an initial pilot with one child: <ul style="list-style-type: none">• Positive feedback from teacher• Positive feedback from child• Positive feedback from other professionals involved	Develop based on initial pilot to involve more structured approach to social and emotional aspects of learning within sessions. Expand to full Y5/6 cohort.

Time Together / Nurture Group / SEAL

Two years ago, funding for additional TA time to mentor a specific child was shown to have had a positive effect. The focus on social and emotional skills was expanded last year with the use of some PP money to fund places in Time Together and Nurture groups (the latter based on the SEAL materials). This has been continued in 2013-14

Impact	Action
<ul style="list-style-type: none">• Reduction in behaviour book entries for children involved• Significant positive feedback from professionals involved, including class teacher, about the impact this has for the children involved	Continue.

Library Visits

A proportion of the Pupil Premium money 2012-13 was spent on engaging a teaching assistant for additional hours to take a small group of children to the local library once per week. This included registering the children for library cards at the start of the project, then choosing and borrowing books each week. The intention was to support literacy development through engagement with a wide variety of books and to support active engagement with homework tasks. This approach was monitored in previous years, both qualitatively and quantitatively, and feedback reported significant educational and social gains. There is strong research evidence that access to a wide variety of books on a regular basis has a significant impact on reading ability (NLT, 2011). In addition, research by the OECD (2002) suggests that reading for pleasure is the most important indicator of future economic success. Research on the value of homework is more mixed but the summary of research by the Sutton Trust (2011) suggests that it can have a moderate impact on outcomes. This year, due to logistical reasons, this project only ran in the autumn term, which makes it difficult to evaluate impact. However, based on positive evaluations of the approach from previous years, we are looking to run two groups in 2014-15.

Impact	Action
<ul style="list-style-type: none">• Difficult to measure based on one term – previous feedback and data very positive.	Expand to two groups and run for a minimum of 4 terms in 2014/15.

Phoenix Group

This is protected time in a safe space for children to explore their thoughts and feelings through the arts. It is delivered 1:1 by a trainee Child and Adolescent Psychotherapist. In 2013-14, three of these children receiving this support were entitled to Pupil Premium and this was used in part to fund these sessions.

Impact	Action
<ul style="list-style-type: none">• Reduction in behaviour book entries for children involved• Significant positive feedback from professionals involved, including class teacher, about the impact this has for the children involved	Continue.

After-School Clubs

Some of the Pupil Premium funding was used to pay for places at after school clubs for targeted children. Whilst research is not conclusive on the educational benefits of general out of school care, studies show some of the possible impacts can include the development of social competence, improved self-confidence, a reduction of negative behaviour in school and more positive relationships with school for pupils and parents (DfES, 2003). In the case of after-school sports activities, according to research by the QCA (2006) many schools report a significant impact on learning achievements across the curriculum and improvements in students' confidence and concentration. Both studies refer to the difficulty in measuring these outcomes and, particularly in attributing them. However, qualitative feedback over previous years suggests that this is having an impact. In addition, the DfES paper makes the significant point that "out of school care can have a role to play in lifting families out of poverty." Enabling parents to find work has been one of the motivations behind requests for after-school care.

Impact	Action
Difficult to measure impact but: <ul style="list-style-type: none">• Positive feedback from teachers• Positive feedback from parents	There is a need to put in place a more rigorous system for approving funding and monitoring impact.

Additional Teaching Support

A significant proportion of Pupil Premium funding 2013-14 was used to provide additional teaching support in the form of additional Teaching Assistants to classes with high concentrations of children entitled to PP. These TAs have been engaged in a number of activities, for example small group work within the class, withdrawal of PP children for additional support, working with other children to allow the class teacher to give focused 1:1 feedback to PP children on a regular basis. This last approach is based on the findings of the Sutton Trust (2011) that high-quality feedback provided the most effective and cost-effective strategy for supporting economically-deprived students. High quality feedback was rated as having a high impact (up to 8 months improvement per year) for low cost.

Impact	Action
<ul style="list-style-type: none"> • 62% PP children reaching 'Good Level of Development' in EYFS, compared to 15% last year • 71% PP children passing Y1 Phonics Screening Check, compared to 67% last year and 57% nationally • 100% Y3 children on track to convert KS1 to KS2 in Reading • 100% Y3 children on track to convert KS1 to KS2 in Writing • 100% Y3 children on track to convert KS1 to KS2 in Maths • 100% Y4 children on track to convert KS1 to KS2 in Reading • 89% Y4 children on track to convert KS1 to KS2 in Writing • 89% Y4 children on track to convert KS1 to KS2 in Maths • 87% Y5 children on track to convert KS1 to KS2 in Reading • 100% Y5 children on track to convert KS1 to KS2 in Writing • 83 % Y5 children on track to convert KS1 to KS2 in Maths • 100% Y6 children converted KS1 to KS2 in Reading • 100% Y6 children converted KS1 to KS2 in Writing • 67% Y6 children converted KS1 to KS2 in Maths 	<p>Whilst this has had a significant impact, this has been hard to monitor, given the variety of approaches. Recommend this intervention be developed next year by a more systematic use of TAs, focused in particular on enabling the delivery of high-quality feedback to students on a regular basis. Also, to carry out a project on maximising the impact of TAs, based on the Deployment and Impact of Support Staff (DISS) research conducted nationally (Blatchford et al, 2009). Given the size of this expenditure, maximising impact should form a key part of the PP action plan for 2014/15.</p>

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