

Low Furness CE Primary School

Impact of Pupil Premium grant 2015-2016

Total Pupil Premium allocation: £13,200 (FSM EVA6 £6,600) (Forces children: £900) (Adopted from care: £5,700)

The number of children eligible for Pupil Premium at Low Furness is lower than national. The information on this document refers to the progress and attainment as an average of eligible pupils within the year group to prevent individual pupils being identified.

Eligible Pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM		1		3
CLA/previously CLA			2	
FORCES	1	2	1	1

Target pupils	Provision	Objective (s)	Outcomes for Pupils
Reception	Speech therapy and communication group	To ensure progress of pupil in communication and language is at least in line with their peers.	Met ELG in Speaking and Listening.
	Additional Reading	To increase pupil's attainment to make expected progress in the ELGs	Clear progress was made, however the pupil remained 'emerging' in reading due to external circumstances
	Focus phonics session	To ensure pupil makes progress through the phases in line with their peers.	Focused phonics sessions ensured this pupil made progress in the areas of reading and writing.
Year 1	Additional guided reading group.	To accelerate progress in reading to ensure pupil achieves in line with national expectations (or if high need make progress at least in line with their peers).	Child made progress in line with peers.
	Focus phonics session	To accelerate progress on phonics to ensure disadvantaged pupils score at least as well as	100% of disadvantaged children achieved the expected standard in Phonics Screening.

		their peer group in the phonics screening.	
	Guided writing group AND/OR Focus writing session.	To accelerate progress in writing to ensure pupils achieve in line with national expectations (or if high need to make progress at least in line with their peers) To provide individual support/scaffold to children to ensure they are aware of their next steps and can improve their learning.	Current teacher assessment suggests that the disadvantaged child reached expected levels in writing and non-disadvantaged child was able to write at greater depth.
	Worked in focus group with Y2 children.	To accelerate progress in maths/writing/reading to ensure pupil achieves at greater depth. To provide individual support to child to ensure they are aware of their next steps and can improve their learning.	Child was assessed as being exceeding in all areas and strategies to be put in place to ensure this very able child is continuing to develop.
Year 2	Focus phonics session.	Differentiated, small group phonics sessions delivered.	Pupil developed at same rate as peers.
	Guided writing group.	To accelerate progress in writing to ensure pupils achieve in line with national expectations at the end of key stage 1.	Pupil remained at WTS standard due to a weakness in spelling now being addressed through whole school spelling initiative.
	Reading intervention package.	4/5 daily reading sessions with qualified Reading Intervention provider.	Pupil made significant progress and reached age related expectations (EXS) at the end of KS1.
Year 3	Differentiated focused sessions in all areas to ensure children maintain acceptable rate of progress.	Children are not disadvantaged children. Both are able and making steady and significant progress. Therefore, targeted intervention is unnecessary to ensure academic achievement.	Pupils both developed at same rate as peers.
	Extended opportunities beyond school hours.	To develop self-esteem and sporting prowess these children are signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	Children benefitted with increased confidence which impacted on their learning and positive results.
Year 4	Reading intervention package.	4/5 daily reading sessions with qualified Reading Intervention provider.	Pupil made expected progress due to the intervention.

	Multi-sensory program (IDL) purchased to target reading and spelling difficulties. Every lunchtime at registration.	To improve word recognition, phonics and keyboard skills (recognising lower and upper case letters) Encourages reading aloud as they read back what they have typed.	Outcome has been affected by external influences however progress was made.
	Weekly sessions with SERIS worker.	Opportunity to talk over external influences to education. Also, developing peer group relationships.	Child is a lot more sociable and the security of knowing child had someone to talk to enables child to focus on work.
	Extended opportunities beyond school hours.	To develop self-esteem and sporting prowess these children are signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	Children benefitted with increased confidence which impacted on their learning and positive results.
Year 5	Multi-sensory program (IDL) purchased to target reading and spelling difficulties. Every lunchtime at registration.	To improve word recognition, phonics and keyboard skills (recognising lower and upper case letters) Encourages reading aloud as they read back what they have typed.	Child has shown great improvement through IDL work.
	Weekly sessions with SERIS worker.	One to one time to discuss any worries about school life.	Child developed more social skills and joined in more out of school activities.
	Spelling support.	Child given differentiated number of spellings related to the whole class spelling pattern.	Childs confidence grew due to the fact child was getting more correct. This carried through to his work.
	Daily maths support. 1.6	Work in a small targeted group where work will be segmented into smaller, achievable targets.	More correct work was produced due to child staying on target and not being overwhelmed with the overall task.
	Daily literacy support.	To use Writers Block to encourage imagination and consistency of thought flow in writing.	Motivation has increased and more cohesive writing is produced. Although small in quantity, the standard produced is higher than previously.