



Angel Road Infant School - Pupil Premium impact and evaluation 2015/16

The Government allocates pupil premium funding to schools aimed at supporting pupils who are: Entitled to Free school meals, Looked After by the Local Authority or the children of Armed services personnel.

It is for schools to decide how the funding is spent, as they are best placed to assess what additional provision is needed. At Angel Road Infant School, our aim is to ensure that the achievement of those pupils eligible for Pupil Premium funding is at least in line with their peers. We are committed to spending this money to ensure that these pupils are safe, healthy, confident individuals; and active, successful learners with high aspirations for their future.

Our pupil premium funding for 2013-2014 was £49,300

Our pupil premium funding for 2014-2015 was £87,100

Our pupil premium funding for 2015-16 is £109,560

Numbers of children generating Pupil Premium Funding 2015/16

	Whole school	YR	Y1	Y2
Number of pupils	65/264	13/88	22/88	30/88
% of cohort	25%	15%	25%	34%

The school is working to make better use of this funding so that vulnerable pupils make better progress and reach higher standards.

Governors have improved their systems for monitoring how this money is being spent and to enable them to evaluate the progress being made. This has included, attending training, scrutinising spending plans, talking to school staff about the work being carried out and reviewing assessment summaries each term.

Pupil Premium Expenditure and Impact Plan 2015-2016

Area of expenditure	Cost	Action required	Impact expected by Easter 2016	Evaluation
Employ 0.2 PSA	£3,407	Create close communication between PSA, SENDCo, Learning Mentor and SLT to share information and target those children	Very good parental links which resulted in improved outcomes for those families. Webster Stratton parenting course for 12 parents resulted in improved outcomes for those families.	PSA has supported 28 families across the federation. Parenting course to run again in Sept. 5 new families have already signed up. Step on training for parents has 16 families signed up.
Employ a 0.8 Learning Mentor		Increased pastoral and academic support more closely targeted towards disadvantaged children.	Improved attendance and punctuality. Improved parental engagement and support for learning at home. Children across the school with social and behaviour difficulties are making expected progress from their starting points.	Learning Mentor has supported 33 families and children by; establishing Lego therapy, Lunch club, 1:1 and group sessions; support for families through attendance at FSPs (3) and CIN meetings (2) CP plans (1); attendance monitoring and parenting skills.
Employ a 2.5 Intervention manager/teacher		Increased pastoral and academic support more closely targeted towards disadvantaged children. A teacher has responsibility to oversee all additional support for these children. Intervention manager will target support for pupils in EYFS from Spring term 2016.	Improved use of assessments to inform planning and delivery of interventions means that children in Y1 and 2 have made accelerated progress from their starting points. Pupils in EYFS will have had targeted support to fill gaps in achievement to meet GLD.	58% of PP children will pass the Year 1 phonic check (15/26) 81% of PP children will pass the Year 1 phonic check retake in Year 2 (13/16) 4 Y2 children back into class maths who have superseded the attainment of some of their peers. 5 Y2 children back into class English who have superseded the attainment of some of their peers.
Employ 0.2 EAL support teacher	£10,499	Targeted curriculum support for specific individuals and small groups provided by specialist teacher with in and out of class.	Increased number of EAL pupils in year 1 and 2 making expected or better than expected progress in reading, writing and maths. 100% of EAL children in Y2 make expected progress by end Summer 2016.	All EAL PP children making expected progress in Year 1. All EAL children making above expected progress in Year 2. EAL children in EYFS would benefit from

				earlier targeted support in order to make accelerated progress from starting points. Decision to support Pupil Premium children using RA teacher and TAs who have had appropriate training. More rigorous identification of EAL on entry to school.
To employ a 1.0 TA to provide specific targeted support to pupils who require an Individual Risk Management Plan	£12,700	Work with class teachers with strategies to manage learning and behaviour in class.	Children across the school with learning and behaviour difficulties are making expected progress from their starting points.	100% of these children have made expected or above expected progress in Maths/ Reading/ Writing
To employ a 1.0 playleader to provide specific targeted support at lunchtime to pupils who require an Individual Risk Management Plan	£2,394	Provide a range of play activities during lunchtime which meet the learning and behaviour needs of specific targeted children.	Children across the school with learning and behaviour difficulties are making expected progress from their starting points.	100% of these children have made expected or above expected progress in Maths/ Reading/ Writing Playleader no longer employed at school. PE instructor to train MSAs on play ground games. 2016/17 MSAs, lunchtime provision and alternatives to be managed by Assistant Head.
Employ a 3.5 TAs to deliver small group interventions for targeted pupils identified as needing to make accelerated progress across KS1	£12,700 £12,700 £12,700 £6,350	Work with Intervention manager and year teams to provide targeted support and challenge to those identified pupils. Use assessments and data tracking system to identify pupils not on track to make expected progress. Work with Intervention manager and SENCO to review progress termly.	<ul style="list-style-type: none"> • Increase in the number of pupils in year 2 achieving L2+ in maths at the end of KS1: 26/31 pupils who generate pupil premium funding will achieve 2 Dev+ • Increase in the number of pupils in year 1 achieving year 1 objectives in maths at the end of year 1: 18/21 pupils who generate pupil premium funding will achieve 1 Dev+. 	23/31 pupils in Year 2 who generate pupil premium funding will be working at the expected standard for the end of the Key Stage. 12/21 pupils in Year 1 who generate pupil premium funding will achieve 1 Dev+
1: small group phonics tuition 3 x 15 mins a week working with targeted pupils in KS1 (Autumn +	10,000	Work with Intervention manager and year teams to provide targeted support and challenge to those identified pupils. Use assessments	Increase the number of children passing year 1 Phonic Check in year 1: 77% Increase the number of children passing year 1 Phonic Check retake in year 2: 22/27	58% of PP children will pass the Year 1 phonic check (15/26) 81% of PP children will pass the Year 1 phonic check retake in Year 2 (13/16)

Spring term) and EYFS (Summer term)		and data tracking system to identify pupils not on track to make expected progress. Work with Intervention manager and SENCO to review progress termly.		
Employ 7 x 1.0 TAs in EYFS to deliver interventions for targeted pupils identified as needing to make accelerated progress.		Work with Intervention manager and year teams to provide targeted support and challenge to those identified pupils. Use assessments and data tracking system to identify pupils not on track to make GLD. Work with Intervention manager and SENCO to review progress termly.	<ul style="list-style-type: none"> • Increase in the number of pupils in EYFS achieving GLD to 66% • Increase in the number of pupils in EYFS achieving GLD: 7/13 pupils who generate pupil premium funding will achieve GLD 	<p>EYFS – predicted GLD 70%</p> <p>Gap between school (52% 2015) and National (66% NA 2015) has narrowed considerably and is now in line with NA</p> <p>7/16 children expected to achieve the GLD 46% (26% 2015) so we are also narrowing the school gap in achievement.</p>