

School Allocation of Pupil Premium 2015-16

Bishop Alexander has an allocation £109,000 of pupil premium for this academic year. The table below shows how the money will be spent and the planned impact. At regular intervals throughout the year, the spending is evaluated and the impact monitored.

| Total number of pupils on roll | 329 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|---|--|---------------------------|-----------------------|-----------------------|------|-------|--|-----|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|---------|------------------|------------------|-----|-----|------|-----|--------|------------------|------------------|------|---------------------------|-----|-----|---------|------------------|------------------|-----|-----|------|-----|--------|------------------|-----------------|------|-----|------|-----|---------|------------------|------------------|-----|-----|-----|-----|--------|------------------|------------------|-----|-----|-----|-----|
| Total number of pupils eligible | 84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nature of Support | Cost | Proposed Impact | Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Achievement for All Programme</p> <p><i>-Structured Conversations with parents at key times during the year. Supported by teacher feedback to pupils and parents on specific learning foci.</i></p> <p><i>-Clear records kept on pupil premium children.</i></p> <p><i>-Attainment and progress data is accurate and compliments pupils' work.</i></p> | 13000 | <p>-Structured Conversations with parents at key times during the year. Supported by teacher feedback to pupils and parents on specific learning foci.</p> <p>-Clear records kept on pupil premium children.</p> <p>-Attainment and progress data is accurate and compliments pupils' work.</p> | <ul style="list-style-type: none"> Parental engagement –all parents invited attended the structured conversations. All attended except 5. As a result two parents worked in school with their child to allow time to understand and support their child with learning. TA training on effective interventions –observed through drop-ins Closing the gap: Y1-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Y2</th> <th>Reading</th> <th>Writing</th> <th>SPaG</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>% of pupils at expected standard (Summer 2016)</td> <td>71%</td> <td>50%</td> <td>86%</td> <td>71%</td> </tr> <tr> <td>% of same pupils at expected standard at the end of Y1 (Summer 2015)</td> <td>61%</td> <td>23%</td> <td>N/A</td> <td>31%</td> </tr> </tbody> </table> | | | | Y2 | Reading | Writing | SPaG | Maths | % of pupils at expected standard (Summer 2016) | 71% | 50% | 86% | 71% | % of same pupils at expected standard at the end of Y1 (Summer 2015) | 61% | 23% | N/A | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | Reading | Writing | SPaG | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of pupils at expected standard (Summer 2016) | 71% | 50% | 86% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of same pupils at expected standard at the end of Y1 (Summer 2015) | 61% | 23% | N/A | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 2014 | | 2015 | | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <ul style="list-style-type: none"> Y6 pupil premium children sitting last year's SATs (to make a direct like for like comparison), show they are making similar or above progress to non-PP children (2 levels). PP children making 3 levels progress (accelerated) shows a three year rising trend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Curriculum linked visits | £10,000 | Achievement in curriculum learning improved and evidenced through data and tracking. | As above. All PP children receive full funding to attend visits/workshops at school. |
| Music Tuition | £5000 | Enable pupils to access enrichment opportunities and provide opportunities for life experiences and skills that will impact on progress. | 6/6 children who attend brass instrument lessons are pupil premium 8/13 (62%) pupils who attend guitar lessons are pupil premium |
| Uniform | £2000 | Enable pupils to access enrichment opportunities and provide opportunities for life experiences and skills that will impact on progress. | 60% of parents have taken up this entitlement. |
| Identify AG&T PP children and plan specific targeted support to accelerate progress NACE award | £2000 | AG&T children make accelerated progress | NACE award postponed until 2016-2017 |
| IEYFS/KS1 intervention – TA to include PP children as a priority where appropriate | 15000 | Pupils are supported in early school life to close the gap between their peers | 87.5% of PP children achieved expected in the Prime Areas vs 83.8% Non-PP children. This was a result of targeted interventions relating to communication and PSE. Whilst the achievement in specific areas is lower, the interventions have allowed for good learning behaviour and communication to be in place for Y1. These children who did not achieve GLD in EYFS will be targeted during the coming year. |
| Other subsidised equipment/accessories that help children enjoy and engage with school life | £1000 | Children are settled and happy in school. | Children have been supported as necessary. Examples include: Breakfast club payment for 2 targeted families to improve attendance and punctuality. <i>One example is Child A was late 39/72 sessions (54%). After the agreement to fund breakfast club, late 5/121 sessions (4.13%). The start to the day was much more settled and emotionally they coped better with school</i> |
| Extra-curricular clubs/coaches | £2000 | Enable pupils to access enrichment opportunities and provide opportunities for life experiences and skills that will impact on progress. | The clubs are monitored closely for uptake by PP children. The average uptake in the summer term was 27%. Where PP children/families were targeted (Change for Life Club), the uptake was 70% PP children. Where clubs require payment because it is provided by an external provider, this is subsidised or paid in full by the school. |
| Feedback model for teaching intervention | £25000 | Children receive immediate support and intervention in order to raise attainment. | Pupil Voice Y5/6: talk eloquently, understand 'failure' as developmental, good aspirations. Like the fact they have small grp time with teachers. Observations: Pre-teaching from this model allows for pupils to be teachers the following week – extra input and raising self-esteem. Targeted teaching. |

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| | | | Work Sampling: immediate Assessment for Learning- misconceptions tackled, corrections made and learning reinforced. Y6 progress for Writing and Reading above national figures. |
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Additional Information

Other in-year monitoring has shown:

- PP on average spend 25mins per week on reading (using Accelerated Reader Programme)
- On average PP ch. are getting higher % of text comprehension questions correct (using Accelerated Reader Programme)
- On average a higher % of PP children are getting their 85% and above target compared to non-PP.43%vs 29%
- By Y5 and Y6 children are talking about 'failure' as developmental and helping them get better. They have high aspirations (eg stating 'I want to be a palaeontologist')