

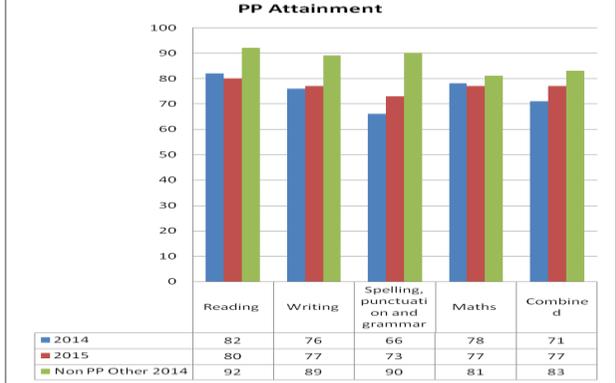
Pupil Premium Budget Evaluation of Spending



2014/2015

Action	Quantitative Data	Qualitative Data	Impact	Cost	Next Steps
Learning mentors	PPF attendance increased by 0.5% in Spring term PPF attendance higher in spring 2 than non		++	£££	Mentors will continue next year. Attendance will have more specific targets and weekly actions to complete. New policy to support PA children
Consultant Coaching for teachers and leaders	Teaching grades now 71% good; 14% outstanding in school compared to 50% good and 13% outstanding in Autumn 2.		++	£	School will now fund this initiative as CPD opportunity for new staff as a whole school focus is no longer needed; capacity within the team.
Babington Partnership ①	Tracker- children have made APS progress	Children enjoyed the day trip to Babington. Adults saw little impact. Network meetings have been difficult to attend	+	£	Not to continue with next year if offered under the same terms
Maths tutor	APS progress Y5 was higher than Non PPF children in Autumn 2 and through the Spring term Y5 Teaching now consistently good Attitudes towards maths increased over year- September 2014 less than 30% Liked maths a lot. This is now just under 70%	Monitoring shows work sample to be good with elements of outstanding. Teacher showing knowledge of mathematical subject knowledge development.	+++	££	Continued support for next year in same format as teacher and children benefit Case Study Available
2 x KS2 teachers	APS progress across KS2 higher than in 2013/2014 By Spring 2 2013/2014- 1.8 By Spring 2 2014/2015 – 2.0		++	£££	Intervention staffing will now be funded by PP budget
CARE club (breakfast)	Only ran for a short time before being funded by the charity. NA	NA	+	£	Magic Breakfast to offer breakfast club for next academic year
Outdoor mentor ①	All children who were scoring lower on the matrix at Christmas have now moved on the Attitude and	Opportunity for more able PP as well as less able PP	++	££	Funding will continue next year Opportunities for all children

	Behaviour axis	MA PP Y3 "It helped me to learn more doing maths outside because you get to do it twice and practise what you did in the classroom".			
Phoenix Comic Scheme	Y5 Reading APS higher than previous year's	Children have enjoyed the comic and has encouraged different children to read more regularly	++	£	Continue next year to encourage love of reading
Railway Children Play	Limited impact on attainment. Unable to use as stimulus as not linked to curriculum so easily.		+	£	Continue with plays more appropriate to curriculum
PP Toolkit		Evaluations in check list style are now completed and used as a guide to steer development forward even further	+	£	Resource purchased. Impact on children hard to evident but has supported leader Cancel subscription as cost continues to increase
Speech therapist	Baseline has been completed for all the children. Intervention and groups can now be planned following a very detailed and accurate assessment of their needs		+	£££	SALT- maternity leave Children now need specific intervention groups Teachers and TAs need training in developing speech and language Although impact is low at the moment, this is because the SALT has spent time completing a baseline first Impact will be monitored carefully next year. Case Study Available
Counsellor ①	Baseline before and after counselling time has completed focussing of self esteem and locus of control. Review with SENCo highlighted positive outcomes including improved communication between parents and children		++	£££	Will continue next year To include parents into sessions where applicable
EWO Proportion	PPF attendance increased by 0.5% in Spring term		+	££	EWO will continue next year especially considering PA threshold is now rising from 85% to 90%

Teacher for feedback support	 <table border="1" data-bbox="405 384 1021 488"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Spelling, punctuation and grammar</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>82</td> <td>76</td> <td>66</td> <td>78</td> <td>71</td> </tr> <tr> <td>2015</td> <td>80</td> <td>77</td> <td>73</td> <td>77</td> <td>77</td> </tr> <tr> <td>Non PP Other 2014</td> <td>92</td> <td>89</td> <td>90</td> <td>81</td> <td>83</td> </tr> </tbody> </table>		Reading	Writing	Spelling, punctuation and grammar	Maths	Combined	2014	82	76	66	78	71	2015	80	77	73	77	77	Non PP Other 2014	92	89	90	81	83		++	£££	<p>Impact most evident in writing, spelling, punctuation and grammar and combined.</p> <p>More emphasis on reading needed</p>
	Reading	Writing	Spelling, punctuation and grammar	Maths	Combined																								
2014	82	76	66	78	71																								
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Trips and transport to curricular events in the trust	<p>APS Across school improved:</p> <table border="1" data-bbox="405 536 1021 788"> <thead> <tr> <th></th> <th>This year</th> <th>Last year</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3.4</td> <td>4.1</td> </tr> <tr> <td>Year 2</td> <td>2.5</td> <td>3.4</td> </tr> <tr> <td>Year 3</td> <td>2.0</td> <td>1.9</td> </tr> <tr> <td>Year 4</td> <td>1.8</td> <td>2.5</td> </tr> <tr> <td>Year 5</td> <td>2.8</td> <td>2.7</td> </tr> <tr> <td>Year 6</td> <td>1.2</td> <td>1.9</td> </tr> </tbody> </table>		This year	Last year	Year 1	3.4	4.1	Year 2	2.5	3.4	Year 3	2.0	1.9	Year 4	1.8	2.5	Year 5	2.8	2.7	Year 6	1.2	1.9	<p>Very few children talk about events and trips outside of the school day.</p> <p>100% of Year 2 cohort reported that they have learnt more from attending trips.</p>	+	££	We will still continue to support trips as they form a large part of our Cornerstone Curriculum in the engage section			
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Summer school ①	Start Summer term	Baseline data shows that children are hopeful that they will be involved in activities that they would not otherwise complete at home	TBC		Evaluate in September and beyond-long lasting impact?																								
Purchase of Radio Equipment	Implemented summer term		TBC		One of purchase																								
More Able Events Trips/ Clubs ①	Began in Summer term	Children's attendance at club dropped as the weeks went on. No impact of attainment noted by teachers	TBC	£	Not to continue next year																								
Shakespeare workshop	Teachers reported that one off event had very little impact on children's attainment				Cautious with																								
Phonics Booster Cover KS1 Leader release time 3 x afternoons for 6 weeks ①	0% of the children who are receiving the intervention scored 27+ points on the baseline completed in March so were considered at risk of not meeting expectations	50% of those now achieved 32+ in actual phonics check Higher percentage of children passed phonics test but very small margin	+	£	Has been subject to a lot of cover issues so not as many afternoons have happened as originally planned. PPG used for intervention teacher on KS1 2015/2016 to address issues.																								

One to one Maths tuition ①	Children chosen who were not making as much progress as others.	90% of the group reported that maths online has helped them to understand more. Gaps closed for maths in Y5		££	To continue next year
Y4 Pupil Premium Intervention ①	Baseline- children identified as not moving on matrix completed by teachers Not making expected progress against new curriculum following rising stars tests	During summer term- children's performances to be assessed at end of summer term . Gaps closed.		££	

End of Year Results Evaluation

When comparing the percentage of Mowmacre Hill Pupil Premium Children meeting end of KS expectations compared to National Data for Non Pupil Premium Children (RAISE: 2014)

- **Year 6**

Gaps closed in Writing, Spelling Punctuation and Grammar and Combined

When comparing the APS of Mowmacre Hill Pupil Premium Children (MHPS PP) APS compared to National Data for Non Pupil Premium Children (RAISE 2014)

- **Year 2**

Gaps closed in Mathematics

During the academic year of 2014/2015 the school undertook a year's transition from assessing against National Curriculum Levels to Assessment Beyond Levels. At April 2015, children in Years 1, 3, 4 and 5 were given a final National Curriculum level. When comparing the percentage of MHPS PP children results against National Other children for end of KS2 percentages;

- **Year 1**

Gaps closed in Writing

- **Year 3**

Gaps closed in Reading

- **Year 4**

Gaps closed in reading, writing and maths

- **Year 5**

Gaps closed in reading, writing and maths