



St Wilfrid's Church of England Primary Academy

Pupil Premium Evaluation

2015 – 2016

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| No. of Pupils on Roll | 512 |
| Total no. of pupils eligible for PPG | 54 |
| Amount of PPG received per pupil | £1,320 |
| Total PPG received | £71,280 |
| Other Funding for Looked After Children | £1800 |
| Total Pupil Premium Grant | £73,080 |

| Allocation of PPG 2015-16 Action Plan | | |
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| Area | Cost | Objective |
| Reduction in class size for Maths | £36,750 | To enable greater individual feedback by reducing teacher: pupil ratios. |
| Teacher led small group tuition (after school and during holidays) | £3,091 | To close the gap between disadvantaged and non-disadvantaged pupils through tutorial groups. |
| School based interventions | £8,647 | To close the gap between disadvantaged and non-disadvantaged pupils through targeted intervention and pre-teaching. |
| Computer assisted learning linked to home | £4,707 | To improve standards of achievement and home school learning. |
| Pobble writing programme | £5,000 | To motivate children to become published writers, to enthuse parents about children's writing and to improve standards of writing and presentation. |
| Nurture/Well-Being | £8,000 | To improve children's social and emotional development. |
| Forest Schools | £5,250 | To develop a range of skills for outdoor learning, including teamwork, speaking and listening and leadership. |
| Enrichment – Residential Visit to PGL | £1,635 | To give children a full range of educational experiences. |
| TOTAL | £73,080 | |

| Area/ Subject | Interventions (In addition to Quality First Teaching) | Outcome/Impact |
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| Maths | Reduced class sizes for Maths with an additional teacher in Y3/4 and Y5/6. | The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed in Maths in Year 3, 5 and 6. In Year 4, disadvantaged pupils are broadly inline with non-disadvantaged pupils. |
| | Maths workshops during the Easter Holidays delivered by teachers. | As above. |
| | Subscription to Maths Whizz online tutorial programme. | As above. Also, for children who invested time into the maths whizz programme, there was a significant rise in their maths age, which is calculated by the programme. |
| | First Class @ Number Intervention delivered by TA to Year 2 and 3 pupils. | The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed in Maths in Year 2 and 3. Sandwell Assessment shows improvement in scores that is statistically significant. |
| | Success@arithmetic Maths Intervention. | Individual assessments show achievement in each strand. Children showed greater confidence in verbal reasoning and fluency. |
| | Gifted and Talented Year 5 and 6 Advanced Progression Centre Maths Programme | Raised aspirations and sense of achievement. |
| Reading | After school reading workshops delivered by teachers in Year 1, 2, 3 and 6. | The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed in Reading in Year 3 and 6. In Year 2, disadvantaged pupils are broadly inline with non-disadvantaged pupils and in Year 1 there remains a gap. |
| | Lunchtime reading club for Year 6 pupils. | School disadvantaged pupils had a higher Average Point Score than National Other pupils in Reading 104.3 v 103.8 |
| | Project Code X for Year 2 pupils | Pera Tests show improvement in phonics ability. Phonics – 100% Disadvantaged pupils achieved Phonics Screening Check by end of Year 2. |
| | Phonics Intervention with Teacher and TA | 100% Disadvantaged pupils achieved Phonics Screening Check in Year 1 100% Disadvantaged pupils achieved Phonics Screening Check by end of Year 2 (rechecks) |
| Writing | After school writing workshops delivered by teachers in Year 1, 2, 3 and 6. | The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed in Writing in Year 3 and 6. There remains a small gap in Year 1 and 2. |
| | Writing skills intervention delivered by teacher to Year 4 and 6 pupils. | As above. There remains a gap between disadvantaged pupils and non-disadvantaged pupils Year 4. |
| | KS2 Pobble writing intervention programme. | Feedback from the children was mixed, with some children responding positively to becoming published authors. The gap between disadvantaged pupils and non-disadvantaged pupils has narrowed in Writing in Year 3, 5 and 6. |

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| Enrichment /Pastoral | Forest Schools | Experiential learning led to increased confidence, motivation and self-esteem. For some children, improvement in attitudes towards learning and attendance. |
| | Play Therapy | Teachers and school counsellor have observed a significant improvement in the children's attitude towards school and application, both at school and home. Children are in a more positive mindset to access the curriculum. |
| | Counselling | The counsellor has worked with a number of children and had a positive impact on outcomes. Feedback from TESS has been positive. |
| | Social, Emotional and Wellbeing Intervention | Attendance has improved for some children, issues have been resolved and learning not disrupted by the impact of behaviour outside of the classroom. Consultation with children shows they feel they have someone who they can talk to about things that worry them and friendships. |
| | Talking Partners | Renfrew test showed positive impact; where language development was not observed communication skills were seen to improve. |
| | Contribution towards PGL Residential Trip | Consultation with children showed that this was a highlight of the year for many children and helped raise their self-esteem and confidence in themselves and what they can achieve. |
| | Art programme with Artist in Residence | An artist in residence worked with pupils in small groups throughout the year for projects to enhance the school Christian Distinctiveness. Pupils reported during consultations that this helped raise their self-esteem – they felt proud of their work in the school. |
| | Additional food package provided vulnerable pupils | This has impacted positively on individual pupils enabling them to be more ready to learn. |
| | Meet and greet pastoral support | This has impacted positively on individual pupils. |

| Comparison | SUBJECT | School Disadvantaged | School Non-Disadvantaged | National Disadvantaged | National Non-Disadvantaged |
|--|----------------|-----------------------------|---------------------------------|-------------------------------|-----------------------------------|
| % at Expected Standard at end of Year 6 | Reading | 63% (104) 5/8 | 84% (107) | 52.4% (99) | 71.7% (103.8) |
| | Writing | 63% 5/8 | 86% | 63.2% | 78.6% |
| | Maths | 75% (105) 6/8 | 92% (107) | 56.8% (100.6) | 75% (104) |
| | RWM | 63% 5/8 | 76% | 38.4% | 59.6% |