



Pupil Premium Plan – Impact Report 2014/15

Total number of pupils eligible for PPG (based on Census information used to allocate funding)	239			
Amount PPG received per pupil	£1300			
Total amount of PPG received	£310,700			
Sports Premium	£9,760	See end of this report for full overview of spend		
Total spend targeted at pupil premium objectives	£320,150			
Summary of PPG planned spending 2014-15				
Objectives of PPG spending: <ul style="list-style-type: none"> • To continue to improve levels of pupil progress for PPG children in school • To remove barriers to learning • To engage purposefully with PPG families with a focus on early years • To maintain and build on extended opportunities for PPG children • To raise aspirations of PPG children and their families 				
Actual PPG spending by item/project 2014/15				
Year Groups	Item/Project	Cost	Planned Objectives	Impact Update – Spring 2015
Whole school	Breakfast club for free	Food £6,000 Staffing £20,000	Poverty Proofing All children to be able to access breakfast club regardless of circumstances. Children having good breakfast as start to school day Improved attendance/punctuality Supporting parents ability to work beyond school hours (aspirations, role models)	Maintained Positive Impact Regular attendance numbers between 90-110 children – children come into school on time, well-fed and happy. Mrs Dodsworth has worked with breakfast club staff around organising activities effectively for large numbers of children. Money has been spent on regularly replenishing games, art materials and a dolls house. Older children

				continue to be able to access the computer suite after their breakfast and more children can be accommodated now with the addition of the iPads. Mrs Walker put in a successful bid to Warburtons for 10 free loaves of bread a week. (Thank you Warburtons!)
Evaluation Summer 2015	Numbers regularly exceed 100 – this has had a positive impact on pupil attendance, punctuality and readiness for school. To continue 2015/16			
Whole school	Attendance support from Education Welfare Ltd	£9,000	Removing Barriers to learning Closing the Gap Continue to improve pupil attendance to at least meet national average in order to improve pupil progress Continue to reduce persistence absenteeism	Maintaining positive impact Statutory attendance figures at the latest Census (January): 95.8%
Evaluation Summer 2015	Statutory attendance increased over 3 years to 95.8% Persistent Absenteeism decreased over 3 years to 2.5% (below 85%) To continue 2015/16 to maintain improvements and to support raised persistent absentee level to 90% and the introduction of penalty notices			
Whole school	Attendance incentives: trolley and lotto rewards for individuals, piggy bank rewards for classes, prizes for end of year	£1000	Removing Barriers to learning Closing the Gap Continue to improve pupil attendance to at least meet national average in order to improve pupil progress Continue to reduce persistence absenteeism	Maintaining positive impact Statutory attendance figures at the latest Census (January): 95.8% Children continue to be motivated by rewards offered by the PSA from the attendance trolley. This good practice has been shared with other schools.
Evaluation Summer 2015	Attendance data as above Children's motivation to attend in order to bank prizes or to not let down their class, commented upon by parents. To continue 2015/16 – need to review special circumstances (ie hospitalisation)			
Whole school	Social and emotional support for pupils and their families through extended counselling contracts (2 days total) and parent support advisor role	Counselling £13000 PSA £21000	Removing Barriers to learning Closing the Gap Removing barriers to learning Supporting families Engaging more parents in their child's education and development Improved pupil engagement in learning Improved attendance	Positive impact for children in distress
Evaluation Summer 2015	Counselling sessions always filled with waiting list – emotional counselling support for 15 children across the year PSA – support focussed particularly on multi-agency working (CAF support) and work with our EYFS families – positive early intervention To continue both 2015/16 – include job description review for PSA			

Whole school	Engaging parents – involving parents in their child's learning at school through open morning events	£200	<p>Removing Barriers to learning Closing the Gap</p> <p>Getting parents/carers into school Increased communication with parents about their child's learning</p>	<p>Positive impact</p> <p>Parent meet & greet sessions for all classes in September Y1 Snowy craft morning, Chocolate Factory/phonics Y5 Parents visit to Middlesbrough Theatre to see their children perform Nursery – play and stay Reception – Teaching Maths through Ten Town Reception – Teaching reading through RWI Nursery – small group induction and staggered start Whole School: Harvest Festival, Christmas Performances Improved communication with families, improved support at home, more settled children at the start of school</p>
Evaluation Summer 2015	Opportunities for parents to come into school across all classes throughout the year – parents and children enjoy these events – positive feedback Y3/4 did not have as many opportunities for parents in school as other classes and year groups To continue 2015/16 – ensure equity of opportunity across year groups			
Whole school	Reading at home incentives: Reader raffle rewards	£1000	<p>Removing Barriers to learning Closing the Gap</p> <p>Increase the number of children who read regularly at home</p>	<p>Positive impact</p> <p>Rewards changed to small (stocking-filler type) toys. Criteria for reward changed to 3x a week – improved take-up of reading at home</p>
Evaluation Summer 2015	Change of reward for reader raffle more popular – although this isn't the change which has had the most impact on reading at home. Teacher push, praise and class tick charts/challenge charts, alongside improved resources and greater use of the library - have had more impact on motivating children to read at home Review incentives strategy for 2015/16			
Whole school	Subsidising official uniform items for new children as necessary	On-going	<p>Poverty proofing</p> <p>Reinforcing Academy status – ensuring all children are able to feel part of the same school Ensuring that children who transfer mid-year settle quickly and feel part of the school Supporting families</p>	<p>On-going support to families in need</p>
Evaluation Summer 2015	On a case by case basis For 2015/16 – use PP to encourage good uniform take up (ie £2.00 off uniform items for a limited period only)			
Whole School	Subsidising visits and visitors to support the curriculum	£15000	<p>Poverty proofing</p> <p>Memorable learning Access to the curriculum Increased range of experiences</p>	<p>Positive impact</p> <p>Supporting a memorable and challenging curriculum:</p>

				<p>Nursery/Reception – Farm Bus, Stockton Arc ‘We’re Going on a Bear Hunt’ Year 1 Bonfire Night Disco, Zoolab, Anti-bullying puppet show Year 2 Bonfire Night Disco, Captain Cook Museum, Zoolab, Anti-bullying puppet show Year 3 Toby Carvery, Anti-bullying workshop Year 4 Toby Carvery, Anti-bullying workshop Year 5 Toby Carvery, Shakespeare project ‘Julius Caesar, Anti-bullying workshop Year 6 Safety Carousel Billingham, Zoolab, Anti-bullying workshop, Anti-social behaviour workshop Earth (Support Base) Beamish, Zoolab, Anti-bullying workshop Whole school/key stage: ‘Little Green Riding Hood’, Happy Puzzle Company, Bright Futures Week events</p>
Evaluation Summer 2015	Wide range of opportunities for all pupils through visits and visitors – all visits subsidised (some covered completely), all coach costs covered, all visitors to school costs covered. Full range recorded through EVOLVE. To continue 2015/16			
Whole school	Additional TA time targeted at reading regularly with children who don’t read at home	£20,000	<p>Closing the gap Removing barriers to learning Accelerated progress in reading</p>	<p>Positive impact Ta time across school allocated to read on a daily basis with children who do not read regularly at home – 47 targeted PP children</p>
Whole school	Additional TA time targeted at mentoring LAC and In-year transfers		<p>Closing the attainment/progress gap between LAC and non-LAC pupils Smooth transitions</p>	<p>Limited impact – long term sickness absence of appointed TA</p>
Whole school	Using external support for whole school maths problem solving week – ‘Happy Maths Company’	Part of £15,000 allocated to visits and visitors	<p>Removing barriers to learning Closing the gap Inviting parents of PP pupils in during the week to engage in maths exciting activities with their child</p>	<p>Positive impact Whole school involved in problem solving, practical activities. Promoted challenge, team work and enjoyment in maths</p>
Evaluation Summer 2015	An enjoyable, challenging week – raised status/awareness of problem solving activities – included more in regular maths planning			
Whole school	Assistant Principal role targeted at strategic improvement priorities	£50,000	<p>Closing the gap Poverty proofing Closing the gap between PP and non PP pupils with a focus on Y3 & 4 - Reading/SPAG – RWI</p>	<p>Positive impact Demonstration teaching Coaching Monitoring Leadership Development</p>

			- Teaching and learning – coaching and mentoring (transition y3/4) Additional safeguarding lead	RWI lead Lunchtime/breakfast club lead Safeguarding lead CAF Behaviour training & support Pupil mentoring Impact – increased teacher and leadership confidence, improved lunchtimes (Alice)
Evaluation Summer 2015	<ul style="list-style-type: none"> Coaching and mentoring across school with particular focus on years 4 & 5 (teaching), Acorns and Oaks (Leadership) Qualification gained 'Family Links Nurture Programme'. First programme to commence 21st September 2015 Whole school presence, whole school assemblies, working with teachers across school, organising whole school events, eg. zoolab. Improved distributive leadership Completion of Safeguarding Lead role, training volunteers, students and trainees, reporting and recording safeguarding incidents across the full spectrum of CESC involvement Working with Stockton Riverside college, Stockton Sixth Form and in particular, Durham University – mentoring six first year trainees through successful placements. Working with the university to interview prospective students for the undergraduate degree course. Outstanding teaching modelled and behaviour/classroom management Implementation of changes which improved breakfast club and lunchtime provision and organisation 			
Whole school	Additional teacher for one day a week to teach music	£6,000	Poverty proofing Removing barriers to learning Music for all	Positive impact Improved access to good quality music teaching Increased teacher confidence
Evaluation Summer 2015	High quality music provision and staff CPD for two terms for years 1-6 – staff to continue based on professional development for 2015/16			
Whole school	Additional teacher for 2 days for: 1) KS1 intervention 2) Cover PPA currently covered by HLTAs in order to reallocate time to play leading in KS2 play ground at lunchtimes	£12,000	Closing the gap Removing barriers to learning - Targeted intervention in KS1 based on RWI/Phonics monitoring - Improved behaviour at lunchtimes – less impact on learning	Lunchtime provision – positive impact Reduction in lunchtime behaviour incidents Increased opportunities for children to engage in positive activities at lunchtimes KS1 intervention – Positive impact Clear intervention plan – children on track for improved phonics outcomes and at least maintained end of KS1 outcomes
Evaluation Summer 2015	Improved lunchtime provision and positive playtimes Phonics outcomes 2015 above national – 89%			
Whole school	Library development	£20,000	Removing barriers to learning Closing gap Creating a culture where reading is exciting and accessible to all:	Positive impact Children consulted about new library book choices

			<ul style="list-style-type: none"> - fabulous reading environments - fabulous books and inviting displays - Increased engagement with reading - Improve reading outcomes at end of KS2 	<p>Improved resources – access to high quality choices</p> <p>Link with Seven stories</p> <p>Link with Stockton Library</p> <p>Book Tent week success</p> <p>New system introduced</p> <p>Better and more frequent use of the library</p> <p>Children taking library books home</p> <p>Extra 'buzz' around reading</p>
Evaluation Summer 2015	<p>Well-stocked, well-displayed and well-used fiction library established. Pupils involved in choosing titles. Librarian roles filled by year 5 pupils – trained and carried over into year 6. Year 5 involvement in Stockton Book of the Year. Also regular features such as ; Mrs Atkinson recommends, Seven Stories recommends, Oak Tree Book of the Year, The Library Reading Wall, ...versus... pupil votes etc</p> <p>Improved reading outcomes at the end of year 6:</p> <p>Reading L4+ 79% (83% without SEN support base data) compared to 74% in 2014</p> <p>L5+ 31% (34% without SEN support base data) compared to 26% in 2014</p> <p>Reading 2 levels+ progress 92% compared to 79% in 2014</p> <p>Reading 3 levels+ progress 38% compared to 31% in 2014</p> <p>Focus for 2015/16 – non-fiction books</p>			
Whole school	Subscription to online systems – Abacus/mathletics	£2,000	<p>Poverty proofing</p> <p>Access to maths activities at home</p>	<p>Positive impact at school</p> <p>Used within class – not yet set up for at home</p>
Evaluation Summer 2015	<p>Abacus online – used by all staff/classes effectively – making use of a wide range of maths resources and challenges appropriately matched to the new national curriculum for maths.</p> <p>Continue 2015/16 – new maths leader to look at home use</p>			
Whole school	Investing in a new VLE	£9,000	<p>Removing barriers to learning</p> <p>Increased communication with parents</p> <p>Shared learning environments</p> <p>Access to learning at home</p>	<p>Change of plan</p>
Evaluation Summer 2015	<p>Year 5 took part in a NET pilot scheme for the Eschools VLE. Feedback was extremely positive and we are signed up for 2015/16 with Eschools for the whole school. Whole school training 2nd Oct 2015</p>			
Whole school	Investing in mobile technology – IPADS/Kindles	£6,000	<p>Poverty Proofing</p> <p>Removing barriers to learning</p> <p>Using ICT to support the new curriculum</p> <p>Increased motivation to learn</p>	<p>To do – Spring term</p>
Evaluation Summer 2015	<p>Did not happen – change of plan to laptops and charging station 2015/16</p>			
Key stage 2	Junior Neighbourhood Watch Scheme – 15 sessions across the year	£864	<p>Poverty Proofing</p> <p>Reducing potential future anti-social behaviour</p> <p>Raising community awareness</p> <p>Providing good role models</p>	<p>Positive impact</p> <p>Reduced number this year (11 targeted children) – more one to one and small group discussion</p>

				around community awareness, anti-social behaviours and emergency services
Evaluation Summer 2015	Children who took part enjoyed the sessions – however not all sessions off-site took place. Will not continue 2015/16			
KS2	Sports coaching at lunchtimes SPORTS PREMIUM	Part of £17,100 package	Poverty proofing Increase range of high quality after-school activities offered for free to children across school	Positive impact Sports coaches involved on the playgrounds
Evaluation Summer 2015	Sports coaches leading games on the playground – this has supported the range of activities available to children at lunchtimes as well as supporting and modelling positive staff/pupil interactions To continue 2015/16			
KS2	Weekly Sports after-school club lead by sports coach SPORTS PREMIUM	Part of £17,100 package	Poverty Proofing Increase range of high quality after-school activities offered for free to children across school Access to high-quality sports	Positive impact All sports clubs full
Evaluation Summer 2015	Weekly sports clubs offered: Y3/4 football, Y5/6 football, Y1/2 multi-sports – all full To continue 2015/16			
6	After-school clubs run by staff	£500	Poverty Proofing Increase range of high quality after-school activities offered for free to children across school	Positive impact Access to: Football Loom Bands Art & Craft Choir ICT
Evaluation Summer 2015	Wide range of free after-schools activities available across school – very well attended supporting – increased opportunities for our children plus working parents			
6	After-school booster classes in Spring and summer for HA and borderlines	£1,000	Removing Barriers to learning Closing the Gap Extending school hours	Just started Target children for maths and writing
Evaluation Summer 2015	Floor standard met or exceeded: Combined Reading, Writing and Maths at L4+ - 67% (74% without SEN support base) Reading 2 levels+ progress from KS1 – 92% (91% without SEN support base) Writing 2 levels+ progress from KS1 – 100% Maths 2 levels+ progress from KS1 – 92% (94% without SEN support base) In-school KS2 pupil premium gap narrowed and was significantly lower than LA PP gaps: CRWM -4% (2014 -23% and LA gap -16%) Reading 2 levels+ progress 3% (2014 -7% and 2015 LA gap -4%)			

	<p>Writing 2 levels+ progress 0% (2014 -3% and 2015 LA -1%) Maths 2 levels+ progress 3% (2014 2% and 2015 LA -1%) Review level of intervention focused on year 6 for 2015/16 to support:</p> <ul style="list-style-type: none"> - tests in 2016 based on the new national curriculum and assessment without levels - academy push towards national standards - increased focus on the achievement of the most able 			
6	<p>'Bright Futures' events: Visit to Durham University, Enterprise Project 'Duck Day', Career Pathways Day</p>	<p>Part of £15,000 allocated to visits and visitors</p>	<p>Poverty Proofing Raising aspirations – university and vocational links Community links</p>	<p>Organised for wb23rd March</p>
Evaluation Summer 2015	<p>An exciting, aspirational week – year 6 children activities included a focus on enterprise skill development in the 'duck day' as well as raising aspirations during the very well-received 'career pathways' event as well as the visit to Durham University (Stockton Campus). Following on from this, year 6 children took part in a NET enterprise event, with one group from Oak Tree winning the marketing prize overall. To continue 2015/16</p>			
6	<p>Small group guitar tuition</p>	<p>Part of £5000 package</p>	<p>Poverty Proofing To be able to give anyone who wants to learn an instrument individually, the opportunity to do so by offering tuition for free To give all children the opportunity to learn to play an instrument before leaving primary school and to take part in a performance for parents</p>	<p>Positive impact 8 children</p>
Evaluation Summer 2015	<p>8 children received free tuition To continue 2015/16</p>			
5/6	<p>Additional experienced year 6 teacher for afternoons intervention</p> <p>Additional teacher in the mornings to enable smaller classes in year 5, for English and maths set by ability LA class – 92% PP pupils MA class – 71% PP pupils HA class – 73% PP pupils</p>	<p>£24,000</p>	<p>Removing Barriers to learning Closing the Gap Targeted at closing PP/non PP gaps at L4+ CRWM</p> <p>Increase teacher to pupil ratio in order to increase impact of quality first teaching so that outcomes for pupils at the end of KS2 can again meet and exceed (raised) floor targets in May 2016 under new curriculum testing</p>	<p>Change due to operational needs Additional support and intervention as follows:</p> <ul style="list-style-type: none"> • Full time allocated to small year 6 target class • HLTA allocated to year 5 every morning

Evaluation Summer 2015	<p>Floor standard met or exceeded: Combined Reading, Writing and Maths at L4+ - 67% (74% without SEN support base) Reading 2 levels+ progress from KS1 – 92% (91% without SEN support base) Writing 2 levels+ progress from KS1 – 100% Maths 2 levels+ progress from KS1 – 92% (94% without SEN support base) In-school KS2 pupil premium gap narrowed and was significantly lower than LA PP gaps: CRWM -4% (2014 -23% and LA gap -16%) Reading 2 levels+ progress 3% (2014 -7% and 2015 LA gap -4%) Writing 2 levels+ progress 0% (2014 -3% and 2015 LA -1%) Maths 2 levels+ progress 3% (2014 2% and 2015 LA -1%) Review level of intervention focused on year 6 for 2015/16 to support: - tests in 2016 based on the new national curriculum and assessment without levels - academy push towards national standards increased focus on the achievement of the most able</p>			
5/6	Year 5/6 participation in the Young Americans event	£55/pupil (approx 20 PP pupils)	Poverty proofing Raising aspirations and increasing opportunities Developing pupil confidence Engaging with parents	Decided against Performance experience in Shakespeare project and NET Arts event
5	Involvement in National Shakespeare Project	£900 cost £1500 Subsidised coaches and ticket costs £150 T-shirts	Removing barriers to learning Poverty Proofing Raising aspirations and increasing opportunities Development of speaking and listening skills Engaging with parents	Positive impact <ul style="list-style-type: none"> • 30 children participated in a performance event at Middlesbrough Theatre • 49 parents attended the performance Increased confidence, voice projection, excellent learning of lines, memorable experience
Evaluation Summer 2015	An excellent event and experience for pupils and parents. The downside was the amount of rehearsal time need at the very start of an academic year. Changed to the second half of the summer term for 2015/16 as part of the 'Lights, Camera, Action' project			
5	'Bright Futures' events: workshops run by Durham Enterprise and Business Partnership – 'Building a sustainable future' and 'My Teacher's a Vampire'	Part of £15,000 allocated to visits and visitors	Removing barriers to learning Poverty Proofing Raising aspirations Learning in 'real life contexts' Development of speaking and listening skills Development of enterprise skills	Wb 23rd March
Evaluation Summer 2015	An exciting, aspirational week – year 5 children activities included a focus on sustainability in the 'Building a sustainable future' workshop. To continue 2015/16			
5	After-school clubs run by staff	£500	Poverty Proofing	Positive impact Access to: Football

			Increase range of high quality after-school activities offered for free to children across school	ICT Zumba Art & Craft Choir
Evaluation Summer 2015	Wide range of free after-schools activities available across school – very well attended supporting – increased opportunities for our children plus working parents			
5	Weekly drumming lessons (summer term)	Part of £5000 package	Poverty Proofing To be able to give anyone who wants to learn an instrument individually, the opportunity to do so by offering tuition for free To give all children the opportunity to learn to play an instrument before leaving primary school and to take part in a performance for parents	To come
Evaluation Summer 2015	Summer term Taiko drumming lessons for year 5 lead by experienced musician culminating in final performance in front of an audience			
5	Small group violin tuition	Part of £5000 package	Poverty Proofing To be able to give anyone who wants to learn an instrument individually, the opportunity to do so by offering tuition for free To give all children the opportunity to learn to play an instrument before leaving primary school and to take part in a performance for parents	Positive Impact 4 children – have performed in assembly and devised their own business cards
Evaluation Summer 2015	3 children continued until the end of the year and into 2015/16 New group of beginners to start for 2015/16			
4/5	Weekly after-school Zumba session run by trained Zumba teacher with TA from school supporting	£2.50 per pupil attending	Poverty proofing Opportunities Health	Positive impact Club is full
Evaluation Summer 2015	Very popular club particularly focused on participation in fitness activities by KS2 girls – club full at 20 To continue 2015/16			
4	After-school clubs run by staff	£500	Poverty Proofing	Positive impact Access to: Football

			Increase range of high quality after-school activities offered for free to children across school	Zumba Art & Craft Choir IPADS
Evaluation Summer 2015	Wide range of free after-schools activities available across school – very well attended supporting – increased opportunities for our children plus working parents			
4	'Bright Futures' events: workshops run by Durham Enterprise and Business Partnership	Part of £15,000 allocated to visits and visitors	Removing barriers to learning Poverty Proofing Raising aspirations Learning in 'real life contexts' Problem solving Development of team work and so-operation skills Development of enterprise skills	WB 23 rd March
Evaluation Summer 2015	An exciting, aspirational week – year 4 children's activities included a focus on literacy skill development, drafting and re-drafting and keeping to deadlines, in the 'My teacher's a vampire' workshop. To continue 2015/16			
4	Weekly drumming lessons (spring term)	Part of £5000 package	Poverty Proofing To be able to give anyone who wants to learn an instrument individually, the opportunity to do so by offering tuition for free To give all children the opportunity to learn to play an instrument before leaving primary school and to take part in a performance for parents	Positive Impact All children in years 3, 4 & 5 – includes weekly lessons and performance to parents
Evaluation Summer 2015	Autumn term Taiko drumming lessons for year 4 lead by experienced musician culminating in final performance in front of an audience			
3	After-school clubs run by staff	£500	Poverty Proofing Increase range of high quality after-school activities offered for free to children across school	Positive impact Access to: Football Art & Craft Choir IPADS
Evaluation Summer 2015	Wide range of free after-schools activities available across school – very well attended supporting – increased opportunities for our children plus working parents			
3	Weekly drumming lessons (autumn term)	Part of £5000 package	Poverty Proofing	Positive Impact All children in years 3, 4 & 5 – includes weekly lessons and performance to parents

			To be able to give anyone who wants to learn an instrument individually, the opportunity to do so by offering tuition for free To give all children the opportunity to learn to play an instrument before leaving primary school and to take part in a performance for parents	
Evaluation Summer 2015	Spring term Taiko drumming lessons for year 3 lead by experienced musician culminating in final performance in front of an audience			
2	Weekly Recorder lessons (summer term)	Part of £5000 package	Poverty Proofing To be able to give anyone who wants to learn an instrument individually, the opportunity to do so by offering tuition for free To give all children the opportunity to learn to play an instrument before leaving primary school and to take part in a performance for parents	Positive Impact All year 2 children learn to play the recorder
Evaluation Summer 2015	Spring term Recorder lessons for year 2 lead by experienced musician culminating in final performance in front of an audience			
2	After-school clubs run by staff	£500	Poverty Proofing Increase range of high quality after-school activities offered for free to children across school	Positive impact Access to: Football Art & Craft Cookery
Evaluation Summer 2015	Wide range of free after-schools activities available across school – very well attended supporting – increased opportunities for our children plus working parents			
1/2	HLTA appointed to support new school structure (ie 4 teams) and to lead on monitoring the effectiveness of intervention	£22400	Removing barriers to learning Closing the gap Narrow the gap between pp pupils (particular boys) and non-pp pupils through focused speedy intervention targeted at attainment and social and emotional need Narrow the gap between school and national performance at level 2b Increase pupil readiness for the demands of the new national curriculum in 2014/15	Maintained positive impact Improved lunchtimes – reduction in number of behaviour incidents at lunchtime, positive play Children on track for improved phonics outcomes Children on track for at least maintained end of KS1 outcomes
Evaluation	KS1 Performance 2015:			

Summer 2015	<p>Year 1 phonics pass rate above national levels: 89% (2014 71%) Year 2 phonics re-take pass rate above national levels: 87% This means that on entry to year 3, 96% of children have passed the phonics test Performance at level 2b+ for year 2 children – maintained and built on improved levels achieved in 2014: Reading 75% (2014 73%) Writing 67% (2014 58%) Maths 75% (2014 78%) Intervention levels and activities will need to be reviewed for 2015/16 to support whole school push towards achieving national standards as well as the achievement of the most able</p>			
1	After-school clubs run by staff	£500	Poverty Proofing Increase range of high quality after-school activities offered for free to children across school	Positive impact Multi Sports Card Making More after school activities needed for youngest children
Evaluation Summer 2015	Wide range of free after-schools activities available across school – very well attended supporting – increased opportunities for our children plus working parents			
1	Lunchtime Sports club lead by year 6 sports leaders supported by sports coach SPORTS PREMIUM	Part of £17,100 package	Poverty Proofing Access to sport Positive role models	Not done
Evaluation Summer 2015	Sports coaches leading games on the playground – this has supported the range of activities available to children at lunchtimes as well as supporting and modelling positive staff/pupil interactions To continue 2015/16			
KS1	Outdoor learning area development	£5000	Removing barriers to learning Motivation to learn Active learning	Plans drawn – awaiting two further quotes
Evaluation Summer 2015	Carry forward to 2015/16			
EYFS	Speech and Language support from therapist – ½ day a week in school	£6,000	Removing Barriers to learning Closing the Gap Early intervention (EYFS) for S&L Improved attendance at appointments Improved skills for staff through training	Positive impact One to one work with referred children Programmes for staff to implement Training with staff Training with parents Improved Speech and language – commented upon by S&L therapist – including follow up further up school for complex cases
Evaluation Summer 2015	Essential support for our vulnerable children with S&L issues which require early identification and intervention To continue 2015/16			

EYFS	Stay and Play club after nursery session	£600	Removing barriers to learning Closing the gap Increase parents engagement with their child's learning Increase school readiness	Maintained Positive impact Popular and well-attended Engagement with parents and families
Evaluation Summer 2015	Run by nursery staff – improving informal relationships with school, families working together and parents engagement with children's learning To continue 2015/16 – extend to reception			
EYFS	Care Assistant appointment in nursery following successful trial from June 2014	£12,000	Increase school readiness Additional pastoral care	Positive impact Engagement with parents Development of social skills: toileting, dummies, bottles, teeth-cleaning, self care, snack time
Evaluation Summer 2015	Continues to be highly effective in tackling school readiness and forging parent/carer relationships with school To continue 2015/16			
EYFS	Outdoor play area development	£10,000	Removing barriers to learning Motivation to learn Active learning	Awaiting plans
Evaluation Summer 2015	Work done by staff on a budget. Budget issues delayed any major work To continue 2015/16 - reduced budget Office Manager to look at sources of income generation or grants			

SPORTS PREMIUM

Allocated Sports Premium Funding 2014/15	£9760 based on lump sum + £5/pupil
To meet sports premium funding criteria and get the best value from this funding, the decision was made to use it towards the costs of a service level agreement with Education Enterprise Ltd, a service provider specialising in sports primary school sports coaching, after school provision and staff CPD. The total cost of the package was £17,100 For this cost the academy benefitted from the following:	
Provision	Impact
38 weeks of 14 hours PE Curriculum Support/coaching	<ul style="list-style-type: none"> - High quality, consistent PE provision across all KS2 classes monitored by Education Enterprise senior staff and Principal, following systematic, progressive, varied programme of sports development - High quality early motor skills development in Early Years - Team teaching/CPD with staff of high quality PE provision with the development of skills and reflective practice central to the sustainability of the long term vision of the academy improvement plan
38 weeks of 1 hour lunchtime sports club support	<ul style="list-style-type: none"> - Promoting well-managed, competitive sport through lunch time clubs
38 weeks of 3 hours after-school sports provision	<ul style="list-style-type: none"> - Providing gifted and talented pupils the opportunity to receive sport specific coaching to extend their skills, knowledge and understanding - Promoting well-managed, competitive sport through after-school clubs - Increased opportunity for all to take part in sporting activities

