



Pupil Premium used for	Brief summary of intervention or action	Intended Outcomes	Monitoring and Evaluation	Actual Impact																																																
LSA support in class in the mornings.	Support groups of children to enable them to access first class teaching and learning.	<p>Children to achieve age related expectations.</p> <p>Gap between disadvantaged and non-disadvantaged pupils narrowed.</p>	<p>Termly analysis of data – Assessment Leader.</p> <p>Lesson observations and group observations 3x annual – Inclusion leader.</p> <p>Pupil Progress meetings-termly following analysis of data – class teacher and SLT</p> <p>Work scrutiny – subject leader SLT -termly</p>	<p><b>Results Overview Pupil Premium vs Other Pupils:</b> % of children achieving age related expectations or above:</p> <table border="1" data-bbox="1697 598 2045 898"> <thead> <tr> <th colspan="3">Maths</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>67%</td> <td>25%</td> </tr> <tr> <td>2</td> <td>83%</td> <td>50%</td> </tr> <tr> <td>3</td> <td>43%</td> <td>33%</td> </tr> <tr> <td>4</td> <td>44%</td> <td>0%</td> </tr> <tr> <td>5</td> <td>14%</td> <td>100%</td> </tr> <tr> <td>6</td> <td>80%</td> <td>86%</td> </tr> </tbody> </table> <table border="1" data-bbox="1697 1007 2045 1307"> <thead> <tr> <th colspan="3">Reading</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>67%</td> <td>50%</td> </tr> <tr> <td>2</td> <td>33%</td> <td>38%</td> </tr> <tr> <td>3</td> <td>57%</td> <td>67%</td> </tr> <tr> <td>4</td> <td>56%</td> <td>50%</td> </tr> <tr> <td>5</td> <td>57%</td> <td>50%</td> </tr> <tr> <td>6</td> <td>50%</td> <td>86%</td> </tr> </tbody> </table>	Maths			Year	PP	Other	1	67%	25%	2	83%	50%	3	43%	33%	4	44%	0%	5	14%	100%	6	80%	86%	Reading			Year	PP	Other	1	67%	50%	2	33%	38%	3	57%	67%	4	56%	50%	5	57%	50%	6	50%	86%
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Phonics programme	To embed phonics learning – - groups - afternoons per week - each session - hour	All children in year 2 who did not pass the Phonics test in year 1 pass in year 2.	Inclusion and assessment leaders, termly analysis of data.	<b>Number of pupils passing the Phonic Re-test:</b> PP Pupils- 5/7 Other- 4/4		
Afternoon LSA Booster groups	All year groups – pupils identified by class teacher and LSA observations.	Gaps identified by class teacher during lessons are addressed in order to prevent gaps in learning occurring.	Teachers own analysis LSA working files Work scrutiny Analysis of data - termly	See results overview above.		
Year 6 Small class of 7 pupils	Children taught by Headteacher in Reading, writing and maths each morning until SATs.	Children to achieve age related expectations.  Gap between disadvantaged and non-disadvantaged pupils narrowed.	Termly analysis of data – Assessment Leader. Work scrutiny – subject leader SLT –termly.	<b>Pupils achieving a Level 4:</b> Maths: 5/7 Reading: 3/7 Writing: 7/7		
Year 6 1:1 tuition after school.	1:1 tuition in maths Autumn Term.  1:1 tuition in reading Spring	Children to achieve age related expectations.  Children to address gaps	Termly analysis of data – Assessment Leader.	See results above.		



	Term. Gaps in learning addressed and progress accelerated.	identified by class teacher  Gap between disadvantaged and non-disadvantaged pupils narrowed.		
Year 5 Digismart intervention programme.	Delivered by SENCO & Mrs Davies – LSA (Autumn term). Delivered by Mrs Davies – LSA (Spring term). Autumn & Spring terms, 1 hour session per week.	Children to achieve age related expectations.  Children will have improved reading comprehension, confidence, and behaviour, social and verbal skills.	Termly analysis of data – Assessment Leader.	Autumn & Spring Terms: All of the pupils who have taken part in Digismart have shown increased confidence in Speaking & Listening. They have presented a power point to their class, teachers and LSAs.  10 pupils APS in reading by Spring 2 was 2.5 (expected 2)
Circle of Friends LSA support enabled	Vulnerable pupils supported by their peers with the direction and guidance of an adult.	Children to achieve age related expectations.  Improved self-esteem and behaviour for supported child.	Lesson observations and group observations 3x annual – Inclusion leader.	Improved self-esteem and behaviour for supported child.
School Milk for 5 – 11 year olds	Ensure pupils receive milk until the age of 11	Children to achieve age related expectations.  Improved concentration and focus during lessons.	Lesson observations and group observations 3x annual – Inclusion leader.	See Whole School Results Overview above.
Breakfast Clubs	Ensure all children have a	Children to achieve age	Children tracked in terms of	See Whole School Results



**Balby Street Primary School**

<p>(Bike it!, Healthy Activities Week, SATs week)</p>	<p>good start to the day and no learning lost through hunger or lateness.</p>	<p>related expectations.  No learning lost</p>	<p>attendance.</p>	<p>Overview above.</p>
<p>Peripatetic Music Sessions Including Wider Opportunities</p>	<p>Opportunity to play an instrument (Guitars within small group session) and to perform to parents. Opportunity to learn to play an instrument (Brass) with whole cohort and to perform to parents The tutor teaches children to play a brass instrument every week for a year. The class teacher joins in and learns to play too. The aim is for every child to benefit, regardless of family income or circumstances.</p>	<p>The magic and discipline of making music The weekly lessons deliver all the main elements of the music curriculum and intensive CPD for the class teacher who also learns to play an instrument alongside the children. Pupils are given ownership and responsibility for an instrument for a year. Children respond positively to the trust and responsibility that is placed in them. Team teaching alongside professional musicians is a stimulating experience for many teachers. Working together co-operatively, listening to each other and teamwork skills are enhanced throughout the programme.</p>		<p>100% of Y4, Y5 children took part in Music Sessions.</p>



CONISBROUGH BALBY STREET PRIMARY SCHOOL

PUPIL PREMIUM MONEY 2014 - 2015

**Balby Street Primary School**

Attendance Award initiatives £200	The introduction of Golden Ticket prizes and the Weekly attendance trophy award make attendance at the forefront of daily school life.	Attendance and lateness are improved and in line with national expectations.	LA data  Schools own data analysed half termly by SLT	Our attendance is currently 95.8% (this time last year it was 95.3%) (End of year prize for the class with the best attendance to be agreed.)
Subsidised Educational Visits	All visits/visitors subsidised to enable children to access first hand experiences. Promote cultural curiosity, diversity and acceptance.	Children to achieve age related expectations.  Improved attitudes towards learning	Termly analysis of data – Assessment Leader.  Lesson observations and group observations 3x annual – Inclusion leader.  Pupil Progress meetings- termly following analysis of data – class teacher and SLT  Work scrutiny – subject leader SLT -termly	See Whole School Results Overview.