

Pupil Premium Spending 2015 - 2016

Description	Cost	Time Span of Interventions	Impact measure	Actual Impact
Lunchtime clubs including sports activity to support co-operation, self esteem	£2700	X2 weekly X1 weekly	Improved attitude to learning, confidence - improved learning behaviour. Ensures that when children go into class they are ready to learn and lunchtime hasn't adversely impacted them.	Attitudes improving and lunchtimes better Children better placed to go back into class
Forest schools – support self esteem – to impact academic achievement Waterproof clothing	£1500 + TA time £400 £79.60	8 weeks Spring term	Improved attitude to learning, confidence - improved learning behaviour Speaking and listening, co-operation Writing	Allison Box, LA lead on Forest schools said 'I work with several schools ... and all appear to be having a good impact on children's self-esteem back in the classroom. However the impact seen at Earith appears greater over a shorter period of time.....' and 'the group are really embracing the opportunity and learning to manage the risks present well' Michelle Bainbridge is collating pictures and other evidence to demonstrate the impact and the group will present at the end of the run of sessions. CT of child in Year 2 commented on the child being more confident in class. Relationship changes between siblings noted too. Good thinking skills, problem solving and team work already being witnessed
Homework Clubs for Y5/6	£450 (TA time)	Weekly for year	Progress measure in all subject	Progress in Reading 2 steps, Writing 2 steps, Maths 5 steps
Fine motor skills	£100	10 weeks	support handwriting in order to be able to read writing and consequently raise writing level	Progress evident – work now legible and improved presentation
Targeted reading activities	£1755 (TA time)	All year	Progress in reading	y3/4 6 steps progress Y5/6 3 steps progress Y1/2 3 steps progress

Additional Phonic group/ targeted support	800 100 400	daily autumn term Weekly spring term – group daily spring 2	Progress in reading ,writing	Phonic screening score average increase 16.3 points Writing improving average 3 steps
Social Skills	140	weekly 10 weeks Year 5	Learning behaviour Friendships	Progress seen during the sessions - children able to transfer skills to real events
Financial support with Trips and visitors to ensure enrichment	£300	N/a	Engagement in curriculum, enthusiasm	Supporting children being able to access the curriculum
Sensory equipment – ear defenders, massage balls, weighted lap blanket, wobble cushions chew-elry	£200		Ability to engage and stay in class	Child was working outside class for majority of day last academic year. Now in class about 90 % of the time. This equipment supports this.
Uniform support	£100	n/a	School identity	Positive impact on behaviour and sense of belonging
Breakfast (children who have not had breakfast)	£20	Throughout year -	Ensure children are fit to learn	Ensures children ready to learn
Milk	£100	compulsory spend		Impact not measurable
Play therapy	£560 £40 per session-	14 weeks	Emotional issues addressed- SDQ measure used Both children making good progress – 1 in particular showing different mindset which impacts progress	SDQ scores show average progress School 6 Parent 8 CT reports considerable change in attitude and demeanour
1:1 support for behaviour/ Speech and Language - Nov-March	£4480	targeted support to help with behaviour and speech and language needs	progress across all areas – accessing curriculum	Language improving, fewer incidents of being sent out of class for thinking time Maths 4 steps English 2 steps Social, Emotional 3 steps communication and Language 3 steps

Reading Task force – training End of November	X £40	ongoing training time	Progress of reading	Y3/4 4 steps progress Y5/6 3 steps Y1/2 3steps
Fine motor skills –craft club- social skills- self esteem	£352	Weekly 2 terms	Handwriting skills improve	Changes seen to presentation in class work
1 to small group focus English skills writing Grammar	1200	Autumn term Y2 Aut /Spring Y6	Writing and grammar progress	Writing 3 steps progress
1 to small more able writing groups	1200	Spring Term Y5/6	Progress in writing	progress in writing evident when looking at books 1 step progress
Targeted writing support Y1,2,3,4	1815	Daily Spring term Mornings	progress in writing	average 3 steps Y1/2 average 3.5 steps Y3/ 4
Auditory Memory	100	11 weeks	support with memory skills impacting curriculum as a whole	improvements seen in recall within the session eg 5 digits – starting point 3
Pre tutoring	300	20 weeks	progress in maths and English	Average: 4 steps progress maths 3.5 steps writing 4.2 steps reading
Precision teaching	900	Daily 20 weeks x 3 children	progress in reading and spelling	Reading and writing key words average additional 32 words known
Maths booster	300	Y6 x6 weeks 1 hour	maths progress	5 steps progress
Arithmetic booster	240	Y6 x 30 mins 14 weeks	maths progress	5 steps progress
Reading Booster	380	6 x 45 mins 14 weeks	reading progress	Average 3.3 steps progress
	£21011.60			

