

Use of Pupil Premium 2014-2015

Pupil Premium which is related to FSM (Free School Meals) and children in care. This report explains how we have used this funding at Keir Hardie


Total Expenditure - £326300.00

Use of Pupil Premium Funding	Target	Impact
10 teachers	Booster/Catch-up Sessions for Literacy and Numeracy	<ul style="list-style-type: none"> • Continue to narrow the gap for all groups • Improved basic skills for targeted pupils
Artist in residence	To target Drama/Speaking and Listening for identified children in Nursery, Reception and Y1	<ul style="list-style-type: none"> • Improved Communication and Language skills • Increased confidence and involvement in daily school life • Good language acquisition
Gym teacher	To teach weekly sessions in EYFS and KS1 and Y4 Gym Club and Gym Tots	<ul style="list-style-type: none"> • Improved physical development and moving and handling skills • Increased confidence in gymnastic skills • Challenge for more able children



Educational Visits	To enhance and broaden the curriculum and experiences of pupils. Paid for or subsidised – transport coach (Fair Play House Residential, Lambourne End) Sports Coach / tracksuits	<ul style="list-style-type: none"> • Children enjoyed the entry points to new topics, allowing for active participation in their learning • Children developed different skills: Team building, problem-solving skills, mapping skills • Pupils collaborate well in lessons, contributing positively to discussions
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Extra Teacher for Autumn term in Year 6	To target 1:1 tuition Maths and Literacy for identified pupils in Year 6	Misconceptions quickly addressed and pupils make good progress
1:1 phonics refresher training for TAs	To target children falling behind. Key pupils identified as having fallen behind for a variety of reasons. Pupils were then supported on an intervention programme of 1:1 or small group support in afternoon sessions or after school	<ul style="list-style-type: none"> • In Year 1, pupils attain higher than the National Average in the Phonics (blending of sounds) Screening Test 82% • Improved phonics skills for New-to-English mid-phase admissions pupils • Accelerated language acquisition for pupils new to English
Phonics resources & Teacher Training	Embed a systematic phonics approach	
Paid for and subsidised parent learning and workshops	Aerobics classes TA course – L2 Parent Workshops on how to support your child's learning for all subject areas – e.g. maths, literacy, homework, PE, SEND, science.	<ul style="list-style-type: none"> • Improved skills, confidence and aspirations for parents Career progression for some of our parents • Improved confidence and involvement with the school, supporting children's learning • Improved commitment to supporting home-school learning
Mental Maths – 5 a day	To improve mental maths skills (all parents who attended a meeting received a free book which supports their child with mental maths at home) Focus on number work. Books were used by teachers to support mental maths in school as well	<ul style="list-style-type: none"> • Those children who received the books, improved mental maths skills and confidence • Evidence of good progress
		
Small Literacy and Numeracy sets and support for EAL pupils	Effective targeting of underachieving pupils- Key pupils identified to have been falling behind for a variety of reasons. Pupils were then supported in small groups during Literacy and Numeracy sessions.	<ul style="list-style-type: none"> • Improved standards for EAL pupils, evidence of good to accelerated progress • Narrowing the gap for EAL pupils
Appointment of TAs	To support pupils in class	<ul style="list-style-type: none"> • Evidence of good progress • Quick intervention allowed underachieving children

		(SEND &PP) to catch up with their peers
Appointment of 2 Learning Mentors	To support pupils who have identified barriers to learning: both in the classroom and outside the class in small groups, nurture groups and 1:1 support	<ul style="list-style-type: none"> • Improved learning behaviour in the classroom • Reduction of low-level behaviour incidents in the playground and in the classroom • Improved resilience and conflict-resolution skills for supported pupils
Speech and Language Therapist to work in school 1 day a week	Data and assessment identified that groups of children had speech and language difficulties	<ul style="list-style-type: none"> • Early identification of speech and language needs resulted in children receiving targeted-support quicker in school rather than being referred through the local services • Evidence of good progress for Speaking and Listening and reading • Training of TAs in supporting children for Speech and Language intervention • Increased teacher confidence on speech and language development • Effective parental support and sign posting to the right agencies
Children's University	Membership of Newham's Children's University; including purchase of passports Children collect stamps for extracurricular activities they attend outside of school and which are part of the scheme. When children have amassed a number of stamps they graduate onto the next level.	<ul style="list-style-type: none"> • Learning life skills: working towards a goal, building resilience and community involvement • Pupils have ambitions for the future and know what they need to do to achieve them
Lunchtime Systems	Midday Supervisors training and lunchtime resources & sports/games	<ul style="list-style-type: none"> • Improved systems at lunchtime • Good behaviour in the playground • Range of activities engages the children, keeping them happy, active and safe
Christmas Production – Chaplins	Developing pupils' imagination, creativity and curiosity. Inspire children to perform and learn about stage presence	<ul style="list-style-type: none"> • Pupils are inspired and achieve better • Develop an awareness of stage performance • Pupils develop an appreciation of theatre, art, literature and music
Maths Week – Happy Puzzle Company	Develop pupils' problem-solving and thinking skills and mathematical resilience. Independence and communication.	<ul style="list-style-type: none"> • Improved communication using mathematical explanation • Improved problem-solving, critical thinking and independence

<p>Focused Workshops</p> <p>Heritage week</p> <p>Citizenship Week</p> <p>Carnival</p> <p>Community Fair</p> <p>Refugee Week</p>	<p>Storytelling</p> <p>Drama Workshops</p> <p>Workshops</p> <p>DJ</p> <p>Debate</p> <p>Story Telling workshops</p>	<p>Spiritual Moral Social and Cultural Development</p> <p>Curriculum Enrichment</p> <ul style="list-style-type: none"> • Pupils develop an awareness of, and respect towards, diversity related to race, religion and belief, culture and disability • Pupils are reflective about beliefs, values and more profound aspects of human experience • Pupils develop an appreciation of theatre, music, art and literature • Pupils develop the skills and attitudes to enable them to participate fully and positively in democratic Britain • School community celebrates diversity and develops an understanding of global issues
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<p>Comprehension and Library books across the school</p>	<p>Update reading and comprehension resources</p>	<p>Pupils' reading skills are continuing to improve throughout the school</p>
<p>Bug Club</p>	<p>online learning resources</p>	<ul style="list-style-type: none"> • Improving reading skills across the school • Improved love for reading and exposure to literature • Widen the range of books available for children to read at home

<p>100% attendance celebrations</p>	<p>To celebrate/reward good attendance for individual pupils and whole classes</p>	<ul style="list-style-type: none"> • Rewards and celebrations encouraged good attendance • Improved attendance and punctuality for target pupils
		
<p>After school/lunchtime clubs Approximately (190 attended clubs every week.)</p>	<p>Homework Club ICT Club Animation club Multi Skills Football clubs Volleyball club Cricket Club G&T Athletics Club Gymnastics Club Netball Club Fencing Club French Club Italian Club Spanish Cheerleading Ka-Zimba club African Drumming Badminton Chess Drama Dance KS1 Dance KS2 Debate Mate Maths Session Maths Puzzle Club</p>	<p>Curriculum Enrichment</p> <ul style="list-style-type: none"> • Pupils develop the skills and attitudes to enable them to participate fully, safely and positively both in school and out of school • Provided opportunities for pupils to take part in a range of activities requiring life-long skills • Pupils participate in sports competitions, developing skills, friendship, determination and resilience • Pupils developing good relationships within the school and across other schools • Pupils are confident, have well-developed social skills, work co-operatively together and recognise and respond to the needs of others • Pupils express themselves with increasing skill through a range of different art forms; they use these art forms to explore ideas



School Sports Partnership

- Mini Olympics Y2
- Athletics Club
- Sports Leaders training for Y5/6
- Sports Day
- Sports Festival

To enhance PE and sports provision for pupils across the school, through modelling lessons, partnership teaching and training staff. Organising inter school sports competitions.

- Pupils develop skills and attitudes to enable them to participate in PE and sports
- Provided opportunities for pupils to take part in a range of activities requiring social skills
- Work with Secondary school ensures a smooth transition for Year 6 pupils to Secondary



Subsidised Breakfast Club (Approx. 50 pupils each morning) 50p – free for targeted PP

Ensure that children have a good start to start the day with opportunities to read and

- Improved attendance and punctuality for target pupils Increased numbers in Breakfast Club

	develop social skills.	<p>attendance; pupils are ready to learn</p> <ul style="list-style-type: none"> Improved attitudes to learning for identified pupils
Easter Booster sessions for Year 6 pupils	Catch-up sessions for target pupils An average of 27 pupils out of 35 attended, making attendance 77%	All groups make good-to-excellent progress and more pupils achieve higher levels in Mathematics: Reading L4 100% L5 41% Writing L4 100% L5 41% Maths L4 100% L5 54%
Brilliant Club – six tutorials led by PhD student. Trip to Sussex University	To inspire pupils and expose them to universities. 12 pupils attended a university-style module delivered by a PhD student including a trip to Sussex University. Assignment and graduation ceremony.	<ul style="list-style-type: none"> All pupils passed their university assignment All pupils very inspired to work hard and attend university in the future: <p>1 pupil achieved a first with distinction; 3 pupils 2.1; 6 pupils a 2.2 and 2 students a third</p>



Curriculum enrichment	Community Fair Circus skills Happy Puzzle Company European Day of Languages Science Workshops Chinese Calligraphy	<ul style="list-style-type: none"> Enhanced children's learning experiences, stimulating and providing pupils with opportunities to learn a range of skills Pupils enjoyed sessions impacting on improved attendance Improved parental involvement into the life of the school Improved communication and community involvement in the school's celebrations
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<p>Cross-curricular projects: Reception - Animals Year 1 – Animals Year 2 – Outdoor Adventure Year 3 – If Building's could speak</p>	Raising attainment in speaking and listening, reading and writing. Narrowing the gender gap – linked to SDP Narrowing the gap between FSM and non-FSM/ PP and non-PP.	<p>Reception:</p> <ul style="list-style-type: none"> By end of Spring term 81% of children were on track in writing (40-60w), 76% of boys were on track (last year only 60% of boys achieved expected in literacy) End of spring 83.3% of girls are on track for reading
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<p>Year 4 – Superheroes Year 5 - Wicked</p>	<p>Year groups organised educational visits which introduced the projects to stimulate engagement and create real life experiences: e.g. animal magic, hatching eggs, Electricity, theatre visit to Wicked, Madame Tussaud’s,</p>	<ul style="list-style-type: none"> • 94% of EAL pupils have made accelerated progress in CL <p>Year 1:</p> <ul style="list-style-type: none"> • The level of writing for the focus groups improved due to the children’s engagement and real life experiences • Develop transferable skills. Children were able to make good links between the subject areas • All boys except one SEN are working within band one for speaking, listening, reading and writing • All children with EAL are working within Band 1 for Speaking and Listening, Reading and Writing, except one SEN child <p>Year 2:</p> <ul style="list-style-type: none"> • All Pupil Premium pupils making at least 2.0 progress in their Writing • Experiential learning provided excitement and a reference point for all children - especially allowed LAP and SEND • For SEN Boys the project has improved their confidence in S&L <p>Year 3:</p> <p><i>Writing:</i></p> <p><u>December data</u> Band 3B and above 40%</p> <p><u>June data</u> Band 3B and above 75%</p> <p><i>Speaking and listening:</i></p> <p><u>December data</u> Band 3 and above 41%</p> <p><u>June data</u> Band 3 and above 89%</p> <p>SMSC:</p> <ul style="list-style-type: none"> • Children have enjoyed writing for different purposes, increased of the amount of learning that children produced. • Children showed a higher interest in using what they have seen and experienced in their writing. ‘It gave you memories, to help you write about it’ – pupil 3J • Children have taken pride in their work; improved presentation and higher quality of learning produced. • EAL children have acquired language quicker and have become more confident in speaking. They have
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		<p>established different friendship groups, not just with the same children who speak their language.</p> <p>Year 4: <i>Writing:</i> <u>December data</u> Band 4 and above 22% <u>June data</u> Band 4 and above 72%</p> <ul style="list-style-type: none"> • Children, especially boys, were highly engaged in the topic and enjoyed writing; improved amount of writing produced. • Editing skills were taught explicitly in order to improve punctuation and grammar – increased independence to check their own learning with a particular focus. • Areas of development identified prior to the project were taught explicitly – use of higher level punctuation, vocabulary choices and verb tenses. <p>Year 5: <u>Before Project (Autumn)</u> 50% (31 pupils) working in Band 5 <u>After Project (Spring)</u> 64.4% (38 pupils) working in Band 5</p> <ul style="list-style-type: none"> • Pupils enjoyed writing their stories because they had ‘experienced’ the story • Writing was given purpose – they created their own Oz stories • Gender gap is narrowed
Residential visits Y5 and Y6	Curriculum Enrichment to enhance and broaden the experiences of pupils Visits to Fairplay House – 3 day and 5 day residential visits	<ul style="list-style-type: none"> • Giving children new life experiences and taking risks Building confidence and develop team building and problem solving. Consequently, pupils have become more engaged with their learning and supporting their understanding • Pupils develop skills across a range of sporting activities; they take pleasure in participating and understand the importance of sport as part of a healthy life
Inspire Work Week	Develop children’s awareness of the world of work; increase understanding of a variety of occupations, demonstrate links between learning in school and success in adult life.	<ul style="list-style-type: none"> • Children had an insight into different jobs and the roles they play in society, meeting people from the world of work and interview them • ‘The pay-day shopping lesson was excellent. It will

	Parent employability workshop – opportunity to develop CV writing skills and interview techniques.	<p>help us when we get older’</p> <ul style="list-style-type: none"> • Children had to decide how to spend a week’s wages. • Improved skills, confidence and aspirations for parents, including career progression for some of our parents
Pupil voice – leadership programme	<p>Prefects School Council Fair-trade Golden table Reading Mentors Green Ambassadors</p>	<ul style="list-style-type: none"> • Improved citizenship and involvement of pupils in the life of the school • Improved pupil participation in consultation on how to improve the school environment • Improved confidence and sense of belonging
Olympic Legacy – London Aquatics Centre Y5 and Y6 – 10 x 1 hr intensive swimming lessons in Autumn and Spring Term	Children being able to confidently swim 25 or more meters unaided.	<ul style="list-style-type: none"> • Tremendous progress over the 10 days: all pupils learnt how to swim independently • Life skills
Oracy to writing Talk for Writing	<p>Develop children’s ability and confidence in speaking and listening; including the delivery of oral stories by the children Create links between storytelling and story writing for the children Using storytelling to support and enhance children’s imagination Improve teacher confidence in teaching fiction writing through a different teaching and delivery approach</p>	<ul style="list-style-type: none"> • Improved teacher confidence in the planning and delivery of fiction writing • Improved use of vocabulary in Speaking and Listening and Writing • Engagement of boys, SEND and EAL in lessons – telling stories, drama activities and enhanced use of vocabulary
ICT	Ipads/laptops	<ul style="list-style-type: none"> • Children have enhanced understanding of the advantages and dangers of using ICT • Effective resource that allows pupils to research new learning • Good motivation for pupils, some programmes support learning and have challenge tasks



Milk provision for all pupils	All children in school (of all ages) have access to a portion of milk per day during	Provides high nutrition and teaches pupils to have a healthy life style
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	core school hours.	
Rest apportioned to teaching salary		

