

Orchard Community Primary School

Pupil Premium 2015-16

In 2015-16 we received £55,420 of pupil premium.

The decision was made to set some money aside to pay for expenses which were not staffing related. This money, £15,000, was used to provide financial support for children to broaden their horizons and take part in events outside the formal curriculum including residential and day visits. It supported children at Breakfast Club to allow them to begin the school day calmly with additional supervision and it paid for kit and other items to enable some children to feel able to access the school curriculum on a par with other children. Some of this non-staffing money was used to provide additional laptops for use in the classroom and additional concrete resources for mathematics to encourage children to use practical apparatus to become more confident in mathematics.

Money from this cost centre was allocated to buy resources to run a technology club to encourage children in receipt of pupil premium to become more aware of the world of work and the opportunities it offers. This club was focussed around raising the aspirations of girls and suggested engineering as a possible career choice. Some funds were also made available to run a whole-school Art day to enable several pupils to demonstrate their skills and achieve amongst the most able of their peer group.

The majority of the funding , £40,420, was used to provide additional classroom staff for in-class support for children. This support was used within the classroom to enable group-work to take place. In some instances, this group work was led by a Teaching Assistant or Learning Support Assistant, at other times the additional support within the classroom provided additional time for the teacher to give extra attention to the groups. These adults also provided nurturing support including Meet and Greet, individual reading support and conversation.

In addition to the classroom support, Teaching Assistants were employed to lead Intervention Groups. These included: Nurture groups in both KS1 and KS2, additional phonics and spelling groups, Accelerated/Accelerate (a memory and confidence-boosting reading and writing programme to increase independent work) Speaking and Listening groups to build vocabulary and model good grammar, Speed, Agility and Quickness to encourage better social interaction and improve motor skills and co-ordination and Inference training to improve the standard of reading among less-confident children (but not SEN).

Impact

Children taking part in residential and day visits increased in confidence. In many cases the children were able to demonstrate skills not normally seen in curriculum subjects and this

raised their profile amongst their peers. The residential visits provided the children with a range of experiences in a contrasting environment and encouraged them to be more aware of the environment.

The SAQ groups benefitted from practise at crossing the body line as well as developing fine motor skills as seen in improved handwriting over the year as well as a growth in confidence. This group also showed improvement in their listening skills and in following a sequence of instructions.

Children in the Nurture groups showed increased empathy and awareness of the needs of others. They became more able to manage their emotions, especially managing minor conflict situations. These groups provided opportunities for children to express their fears and concerns to a close group of peers and to a trusted adult. For the older children it enabled them to feel more positive about transfer to the next stage of their education.

Children in the phonics and spelling groups made good progress. In-class support enabled teachers to target work at a wide range of ability levels and ensured that pupils were able to work to the expectations of Curriculum 14.