

Pupil Premium Impact measures 2015/2016:

Main spending during 2015/2016:

- Home School link worker to focus on attendance and parental engagement of disadvantaged students.
- Learning Mentor to focus on social and emotional support for vulnerable disadvantaged students.
- After school tuition for identified students, to develop basic skills in English and Maths.
- Additional Reading, Writing and Maths interventions, designed to close gaps between disadvantaged pupils and 'others'.
- Additional TA in cohorts with a high proportion of disadvantaged students.
- Better Reading Programme (BRP), to develop reading skills and comprehension in Year 2 and 3.
- Adventure school to develop social and collaboration skill; life aspirations and basic skills in English, Maths and Science in Year 4, 5 and 6.
- Funding for ICT equipment to allow SEND disadvantaged students to better access the curriculum.
- Funding for residential trips, school trips, clubs and school uniform.

Impact of spending - Ofsted Report: Good judgement – April 2015

- '...Well-focused plans for spending the pupil premium funding are meticulously checked through frequent value for money audits. Detailed records are kept of the impact of different support programmes on the achievement of each individual eligible pupil. An increasing number of disadvantaged pupils are now working at the standards expected for their age. This demonstrates the school's commitment to equal opportunities.'
- '...IEB members make sure that the school provides value for money. This includes making sure that pupil premium funding is used effectively for the benefit of eligible pupils.'
- 'In the 2014 Key Stage 2 national tests, disadvantaged pupils were just over a year behind other pupils in the school in mathematics and reading. They were around a year and a term behind in writing and in the test for grammar, punctuation and spelling. Compared to other pupils nationally, disadvantaged pupils were just over a year behind in mathematics, reading and in the test for grammar, punctuation and spelling. They were a year and a term behind in writing. Nevertheless, disadvantaged pupils in Years 1 to 6 are now making at least good progress in writing and many are exceeding this. As a result, gaps between disadvantaged pupils and other pupils in the school are closing quickly in all subjects.'

Further impact evidence:

- **Tutoring** - As a group the students made **accelerated progress in Reading and Writing**, when compared to the average progress of 'others' across KS2 in the same period. Maths progress was in line with 'others', this is due to the nature of the 'basic skills' that were covered, filling gaps in knowledge from previous year groups.
- **Additional TA in cohorts with a high proportion of disadvantaged students** - Year 3 disadvantaged students making more progress than 'others' in reading and Maths and the same in writing, therefore **gaps are closing in reading and Maths**. Year 5 disadvantaged students are making more progress than 'others' in reading and writing, therefore **gaps are closing in reading and writing**. Year 6 disadvantaged students are making more progress than 'others' in reading and writing and the same in maths), therefore **gaps are closing in reading and writing**.
- **BRP** – all students involved made accelerated progress. In Y2 the average progress in a 10-week programme was an **increase of 16 months in reading age**, the progress range was between 8 months and 26 months for the eight students included. In Y3 the average progress in a 10-week programme was an **increase of 13 months** in reading age, the of progress range was between 5 months and 24 months for the eight students included.
- **Adventure school - Behaviour:** The behaviour of the students included in Adventure school showed a significant improvement from Autumn term to the end of Spring term. In year 4, warnings chosen by students **reduced by 23%** in the Spring term, in Year 5 warnings chosen **reduced by 25%** and in Year 6 **reduced by 43%**. **a child chooses a warning, as a consequence of not upholding the rights and responsibilities of Priory.*

Social: students were audited at the beginning and end of the programme, the audits show a significant increase in student enjoyment of school (+39%), how supported they feel (+36%) and how friendly they find other students (+32%). They report that they now feel less 'left out' in the classroom (-21%) and feel that they could do better in school (+34%). 100% of students summarise the programme as great or amazing, 63% saying that they are now much better at 'team work' and 45% feel that they now find working with others a lot easier, a further 33% a little easier. 96% would love to attend Adventure School again and 96% would summarise the whole experience as Brilliant or Great. These audits show a significant change in mind-set from the majority of the students who completed the Adventure School programme.

Parents were asked to evaluate the impact of adventure School on students at the end of the programme. 93% of adventure school parents felt that the programme promoted Social and Emotional Aspects of Learning (SEAL), and built confidence in the students. 93% felt that it developed team work and co-operation and 100% felt that their child's communication and listening skills, including empathy and reflection, improved during the programme. 100% of parents felt that the programme developed their child's abilities to assess risks, make good choices and develop social skills both at school and at home.

Comments from parents:

'Has greater understanding of how to work alongside others from different year groups.' *'More positive and upbeat outlook towards school.'* *'Grown in confidence.'* *'The camp-out was AMAZING!'* *'Now takes responsibility for own actions.'* *'Really enjoyed the new experiences provided.'* *'Made lots of new/different friends and has confidence to talk to older children.'*