

Pupil Premium 2015/2016 Expenditure Plan with Impact

Pupil Premium Funding for 2015/16 is £229,680

We use our analysis of school data to close the gap further between disadvantaged pupils and others. All teaching teams are aware of this group and are focusing their attention on closing the gap, particular emphasis on closing the gap for higher attaining pupil premium pupils.

Teacher Feedback conferencing

We base our work on good quality educational research and use recommendations published by The Sutton Trust to guide our practice. As a result, we have individual feedback sessions for each pupil with their teacher each term. They discuss learning and agree on their focus for the next term.

IMPACT: Teachers have met with individual children on a termly basis, reviewing their learning and setting next steps targets. Disadvantaged children across the school made good progress and attained well in all subject areas, and compare well with non-disadvantaged pupils.

	Average progress (3+ points = good)		Average attainment (percentage meeting age-related expectations)	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
Average progress Y1-Y6 2015-16				
Reading	3.2	3.1	83%	83%
Writing	3.3	3.4	86%	83%
Maths	3.3	3.3	91%	91%

Improving English through 'Talk for Writing'

We continue to find ways to support pupils' literacy skills. Storytelling is a key way in which we do this across the school. We are the lead storytelling school in our partnership of local schools, The Poplar Partnership. We are introducing Science through storytelling this year.

IMPACT: Disadvantaged children made good progress in writing and 3% more were meeting or exceeding age-related expectations (86% versus 83%).

Speech & Language Support

Our school based Speech and Language therapist, supports our pupils 2 days a week. We identify pupils with speech and language needs in Nursery and Reception and provide early intervention to help improve their communication skills. Our therapist also supports parents in supporting their children.

IMPACT: Speech and language support was provided to 40 children across the school and all met their individual targets. In EYs, all children receiving speech and language support made at least 2 points of progress.

Speech Bubbles

This is a year long drama based intervention a member of our staff runs alongside a drama practitioner from Half Moon Theatre. The target group for the intervention is KS1 pupils and we run two weekly groups, each with 10 pupils. Speech Bubbles aims to improve speaking and listening, social skills and story-telling as well as comprehension through acting.

IMPACT: 19 children participated for the the full year and all children made improvement in speaking and listening and in their emotional behaviour and conduct.

Debating Club

Debating Club is an in-school enrichment club run by a debating mentor and our INCO which targets years 5 and 6. We are running this with our partnership schools and intend to run an interschool competition later in the year. We also intend to take a Poplar squad to compete with schools out of Borough. Debating is an excellent skill for our pupils to develop as it improves their speaking, listening and problem-solving.

IMPACT: 18 children participated in debating and all made good progress in their speaking and listening.

Reading Recovery

We continue to use funding for our two Reading Recovery Teachers to support year 1 pupils and those pupils across the school who require additional reading support. They also provide staff training in reading.

IMPACT: 16 children in Y1 participated in the programme, of whom 15 reached the end of the programme and were discontinued successfully.

Specific Literacy Learning Difficulty

We provide screening and specialist teaching for children with specific literacy difficulties by funding a specially trained teacher for a day a week.

IMPACT: 12 children participated of whom all 12 made good progress.

Lexia

This is a computer based reading intervention which support pupils with reading. The specific area of reading it targets is decoding. We are able to offer the intervention for pupils from reception class to year 6. Pupils are also able to use Lexia at home. The Lexia baseline assessment enables pupils to work independently on a series of reading activities. Progress is easy to measure and the Lexia programme indicates which areas of reading are particularly difficult for each child. This information can then be shared with relevant staff and parents so that further support offered is very specific.

IMPACT: 30 children (10 in KS1, 10 in LKS2 and 10 in UKS2) participated and all made good progress.

Occupational Therapy

Our occupational therapist is trained in sensory integration. This means that the occupational therapy that pupils experience at our school targets underlying sensory needs. These needs may be based in movement and gravity, muscles and joints, auditory, tactile or visual senses. The integration of all these senses correctly affects children's ability to concentrate, organise themselves and control their movements which in turn has a huge impact on their self esteem and ability to learn. We have had staff training from a paediatrician about sensory integration. She support staff in everyday techniques we can use in the classroom to benefit all pupils. Pupils who are seen by our occupational therapist have termly targets which are reviewed by the therapist, INCO, class teacher and are shared with parents.

IMPACT: The OT worked with 14 children who all had personalised targets based on their sensory profile. All met their individual targets.

Play Therapy

We have a play therapist working at Mayflower 2 days a week. Play Therapy provides children with the opportunity to work through a range of feelings in a creative and unobtrusive way. It is an evidence based intervention and an effective means of supporting children's wellbeing.

IMPACT: The play therapist worked with 10 children over the year. There was a positive change in 80% of the targeted behaviours.

Enrichment Projects

We believe that our pupils should know their city and feel part of London. Our educational visits support and enhance class learning. The visits add value to all our pupils and particularly provide those pupils who come from families on low incomes with experiences they might not otherwise have, e.g. The London Aquarium, all clubs are also subsidised by our school.

IMPACT: Following visits, the motivation for learning was high, having a direct impact on the quality of writing and talk in children's books and classroom discussions.

Parental Engagement

Each phase is running half termly workshops, which teach parents key skills to support their child's learning. We also run a programme of workshops that increase health and safety, for instance, e-safety and drugs awareness.

IMPACT: All classes ran half-termly in-class parent sessions, where children worked alongside their children or showcased their learning. Feedback from parents and children has been extremely positive, with parents reporting that they feel more confident in supporting their children at home, particularly having seen how independent their children are in their learning. Attendance across the school was excellent.

Subsidising Breakfast Club

All pupils can attend our free breakfast club and have a healthy nutritious breakfast. This also provides a calm start to the day so they are ready for learning. Pupils who arrive late for school or who arrive without having had a healthy breakfast are targeted to attend breakfast club. Magic Breakfast funding helps towards the cost of our breakfast club.

IMPACT: Targeted children attend Breakfast Club, and hence school, regularly and as a result they are punctual and have a positive and healthy start to their learning.

Reviewed July 2016