

**PUPIL PREMIUM- EVIDENCE OF IMPACT**

**2016-17**

<b>Year Group/ Target Area</b>	<b>Description of Activity</b>	<b>Quantitative Evidence</b> <i>(points progress for 3 terms 3= expected. Average points progress for Writing, Reading and Maths combined)</i>	<b>Qualitative Evidence</b>
Lower key stage 2	<b>Early Birds Reading Club</b> (morning reading intervention led by experienced TA. Targeted lower attaining key stage 2 pupils).	<b>3.5</b> progress for academic year.	All children involved in this programme had increased confidence in reading. More confident in making own book selections and in reading for pleasure. Has also helped to improve the attendance and punctuality of attendees.
Year 2	<b>Beanstalk Volunteer Reading Programme.</b> Targeted middle attaining pupils with the aim of pushing attainment up to higher attainment bands.	<b>3.4</b> progress for academic year.	Improved confidence. Pupils had greater success in answering inference and deduction question types. Pupils also featured in Evening Standard news article. Helped to improve their self-esteem.
All Year Groups	<b>Deployment of additional adult support.</b> Employment of additional staff to improve pupil to teacher ratios.	Average rate of progress for all year groups was <b>3.5</b> for academic year. Support deployed extensively in EYFS to quickly close on entry attainment gaps. Additional support also used to ensure Quality First Teaching interventions deployed. Data and pupil progress evidence used to ensure that disparities between disadvantaged and non-eligible close rapidly. Gap closure evidenced in KS1.	Book scans by middle leaders, senior leaders and School improvement Adviser show improvements in pupil outcomes.

Year 5	<b>Playing For Success Cricket Project.</b> A 10 week programme based at Surrey CC Club. Children took part in one hour's cricket coaching (with professional instructors) followed by one hour of project work (incorporates ICT, Literacy and Maths). Main aim of the course was to improve children's motivation and enthusiasm for learning.	Children who attended made <b>3.7</b> points progress in the academic year.	Helped to foster positive attitudes to learning and sports. Improved confidence and team working abilities of all children who attended.
Year 4 plus selected pupils from across the age range	<b>Ebony Horse Club.</b> A six week programme where children learnt the basics of horse riding and looking after horses. The programme has a proven track record of improving children who have challenging behaviour. HRH the Duchess of Cornwall is the Patron of the organisation.	Children who attended had an average progress of 3.5 points. Children who were referred to improve behaviour had a reported <b>25%</b> decrease in behaviour incidences after attending.	Teachers have reported a significant improvement in the levels of concentration for pupils who attended the programme.
All Year Groups	Dance Lessons 45 minutes x1 session per week, per class, with a professional dance instructor.	All children in school have had access to this programme.	Clear evidence of children receiving excellence and enjoyment. Also improved confidence levels, which has filtered through to other areas of the curriculum.
Year 3 and year 4	<b>Level 4 TA interventions.</b> After school 45 minutes x 3 sessions per week sessions focussing on basic literacy and maths. Focus on low attaining, SEN and PP pupils. Pupils from Key stage 2 targeted.	Children enrolled onto this programme made <b>3.8</b> points progress on average.	TAs observations band feedback of target pupils. They have reported that sessions are enabling pupils to have a better grasp of the curriculum using pre-teach interventions.
Year 2	<b>Early Morning ICT club .</b> Using Lexia and success maker programmes to improve basic literacy and maths skills. Targeted Year 2 pupils.	<b>3.0</b> points progress within the academic year.	Has improved attendance and punctuality of attendees. Parents reported improvements in children's learning outcomes

All year groups	<p><b>Collaborative Learning Projects with the BLC (Brixton Learning Collaborative).</b></p> <p>Joint educational projects which aimed at providing stretch for the most able. Targeted a variety of year groups. Examples of projects included Houses of Parliament Tour and workshop, Writing Workshops, Dance workshop.</p>	Average points progress <b>4.2</b> points for the academic year.	Good development of social skills, team working and collaborative working and interdependence.
All year groups	<p><b>Curriculum Development- instalment 1</b></p> <p>Investment in new resources for the new curriculum. Number masters and Read, Write, Ink programmes for key stage 1. Literacy and language programme resources purchased for key stage 2. Rising stars maths resources purchased for key stage and 2. Resources for enable children to demonstrate mastery and greater depth.</p>	Progress rates as follows: Writing <b>3.9</b> , Reading <b>4.2</b> and maths <b>4.2</b> (in-school data)	Children have reported enjoying a curriculum that is stimulating and interesting. Staff have provided positive feedback in terms of providing teacher with the tools to deliver better lessons.
Targeted children from years 4 to 6	<p><b>Shine Saturday School.</b> A collaborative project with BLC cluster schools. Children attended school on a Saturday (10am-2pm) A project that spanned 25 weeks. A focus on learning creatively. Lots of educational visits and enrichment activities. Aim of the project was to provide enrichment for children that might not otherwise have the opportunity.</p>	Average point progress of children who attended 3.1 points for the academic year.	Attendees commented on the enjoyable experiences that they received, such as, visits museums, visits tart galleries, the seaside. The children stated that these were opportunities that they might not receive through other avenues.
Year 5	<p><b>Saturday Booster.</b> Small group tuition that focused on English and maths. Targeting all PP children in year 5. Aim to narrow the attainment gap and provide tailored strategies to master the new curriculum.</p>	<b>4.5</b> points progress made through the academic year.	Pupils stated that they felt more confident in their learning. Parents felt that the additional tuition helped to support their child's education, particularly where those parents, who felt that they

			lacked the confidence to provide adequate support for their children.
EYFS	<b>Parental Engagement Course.</b> ‘Baby Talk’ a course which provided parents with the skills and knowledge to develop successful parental engagement. The target audience was parents with younger children, particularly those with ‘new borns’ and those with dependents in the early years developmental phases.	Children of parents who enrolled made progress of <b>3.2</b> points within the academic year.	Parents in post course feedback stated that they found the sessions engaging and informative.
Year 6	<b>SATS revision aids for booster.</b> Online assessments materials for diagnostic purposes (Monster SATs) Practice papers aligned to the new curriculum.	Purchased September 2016. Maths -0.76 Writing 0.76 Reading -3.67  (published data 2017)	Teaching staff reported that the new resources made a real difference in terms of being able to accurately measure children’s attainment and progress. Review impact of these materials for reading. Published data shows review of strategy in relation to reading required.
Whole school	<b>Home Learning Subscriptions</b> <b>Eg Education city</b> Online learning platforms	See whole school progress measures (on website, school performance section) Children who have accessed the resources at least two times per week have seen progress rates above <b>3.0</b> points for the academic year.	Using evidence from pupil interviews, the overwhelming majority (98%), have stated that they enjoy using the resources and that they have found the resources useful.
Year 6	<b>Breakfast Club for Year 6 Pupils.</b>	Students from year 6 were able to have a free, healthy and nutritious breakfast, prior to starting early morning SATS booster lessons. X3 sessions per week Maths -0.76 Writing 0.76 Reading -3.67 (published data 2017)	Noticeable improvement in attendance and punctuality. This in turn has impacted on progress and attainment in maths and writing. Evidence that children are able to sustain concentration for longer periods of time.

Year 6	<p><b>Early morning Booster lessons.</b></p> <p>Supplementary lessons in addition to those provided within the curriculum 50 minutes x 3 sessions per week</p>	<p>Maths -0.76 Writing 0.76 Reading -3.67 (published data 2017)</p>	<p>Children stated that they found booster sessions very useful and that they supported their academic development. Attendance and punctuality were good. Those who did not attend performed less well, when compare to pupils of similar ability, who did not attend. Booster provided an opportunity to receive tailored support on specific concepts identified through gap analysis.</p>
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