***THOMAS GRAY PUPIL PREMIUM IMPACT STATEMENT 2013/2014***

* **Providing small group work for all pupil premium pupils with experienced teachers and teaching assistants to enable focussed activities on embedding key knowledge and concepts as well as overcoming gap in learning and understanding**. Impact is that the majority of pupil premium pupils across the school have made progress whilst in small groups.  For example the percentage of pupil premium pupils attaining a good level of development has increased. The percentage of pupil premium pupils attaining a good level of development is higher than non-pupil premium in all areas of learning. Attainment and progress of pupil premium children at Key Stage 1 in Maths has improved with the introduction of smaller group sizes, summer 2014 data shows that the average point score for pupil premium pupils entering year 2 is 11.9 points with 6 points progress and this directly matches the attainment and progress of non-pupil premium pupils. Therefore there is no gap anticipated for summer 2015.  Key stage 2 intervention and literacy groups where small groups are now the norm at Thomas Gray indicates that in 2013/2014 the vast majority of pupils made progress whilst in literacy groups or on interventions. ( 4 pupils did not make progress in writing and 6 did not make progress in reading). Raise on line data also indicates that pupil premium pupils make better progress than non-pupil premium pupils in literacy with 100% of pupil premium pupils making expected progress in writing and 84% making expected progress in reading.
* **Additional staff for guided reading daily sessions in Key stage 1 with a particular focus on Year 1.** Impact is that for the progress in reading for pupil premium pupils in Year 1 was very good w, with an average points progress of 4.3points (more than 2 sub levels). The progress matched the progress of non-pupil premium pupils at 4.4 points. Attainment, average point score, for the pupil premium pupils In Year 1 at summer 2014 was 9.9 points (10.1 points for matched pupils), indicating  a minimal gap with the attainment, average point score for non-pupil premium puils being 10 points (10.2 points for matched pupils). The attainment, average point score for pupil premium pupils in reading was 15.3 points, 0.3 points higher than the national average for pupil premium pupils. In house data also indicates that 58% of the year 2 cohort significantly exceeded their in-school target. The progress for pupil premium pupils in reading across key stage 1 was outstanding at 9.4 points (almost 5 sub-levels).
* **Small group and individual PSED interventions to enable pupil premium pupils to develop socially and emotionally to enable them to participate in lessons and access the curriculum fully.** All pupil premium pupils or whose families attended the PSED interventions showed progress on their box all profiles over the time of the intervention. Also the majority of pupils showed a raise in their attainment. The impact to all pupil premium pupils was an improvement in their learning environment, and this is evidenced through lesson observations, with a reduction in low level disruption and in some incidences highly challenging and disruptive behaviour which impacted on the quality of teaching and learning.
* **Speech Therapy support and delivery of speech and language programmes.**Impact there has been an increase in the percentage of pupil premium pupils attaining a good level of development in communication and language to 69.2%. A rise in the attainment of pupil premium pupils at Key stage 1 by 0.3 points, with oral rehearsal prior to writing and the ability to hear and repeat sounds  key to this. The average point score, attainment, of pupil premium pupils in writing at Key stage 1 is 14.6 points, 0.6 points higher than the national average for pupil premium pupils.
* **Educational visits and visitors to enrich the curriculum and provide a foundation of real life experienced  to enhance writing. Also to develop the personal social and emotional skills, in particular building self-esteem, confidence and developing resilience.**  Impact is indicated by attainment in writing at the end of Key Stage 2, in which the average point score was 27.3 points, higher than non-pupil premium pupils in the school  26.4 points and higher than the national average attainment for pupils premium pupils at 26.2 points. The impact of the development of personal and social skills is evident through specific examples and box all profiles but all through the ‘can do’ culture of the school.
* **Pastoral support. The continued support of a pastoral officer to support families with attendance and punctuality issues. Including employing a pastoral officer, contracting Educational welfare services, funding transport and celebrating fantastic attendance**. The impact has been a rise in attendance to 94.9% (Year 1 to Year 6 2014). Persistent pupil premium pupil’s absentees identified during the school year the vast majority of these pupils, all but two the attendance significantly improved.
* **Oracy training for all staff.** Impact a rise in the percentage of pupil premium pupils attaining a good level of development in Speaking to 69.2%.
* **Staff training for teaching and non-teaching staff in the core subjects to ensure high quality provision**. The percentage of lessons judged as outstanding remains high at 66.6%.
* **Additional staff member in the foundation stage to enable higher quality provision, through more intervention during continuous provision and additional guided groups.** Data summer 2014 indicates a rise in the percentage of pupil premium pupils attaining a good level of development in all areas. To be noted is the percentage of pupil premium pupils attaining a good level of development in Mathematics to 76.9%. The additional staff member allowed the pupils to be divided into 6 ability sets during directed time and additional guided sessions to take place.
* **Development of the EYFS outdoor area**. Impact an increase in the percentage of pupil premium pupils attaining a good level of development in all areas to 61.5 % above the national average of all pupils of 60%. Increase in the percentage of pupil premium pupils attaining a good level of development in PSED 76.9%; physical development 76.9%; moving and handling 76.9%.
* **ICT the purchase of 28 iPads to be used effectively and support the learning through increased engagement.** Lesson observations in all subjects indicate a higher level of engagement when ICT is used effectively. ICT lesson observations and file scrutiny indicate all lessons as at least good with many outstanding; this includes discrete ICT lessons and ICT across the curriculum. The attainment, average point score of pupil premium pupils in ICT was 15.1 points, summer 2014, at Key stage 1.