

MOORSIDE JUNIOR SCHOOL

PUPIL PREMIUM STRATEGY AND REVIEW 2014 - 2015

Pupil Premium Grant (PPG) Allocation 2014/15 was: £31,600

The PPG allocation for 2014/15 has been targeted as follows:

- Partial funding for smaller class sizes from 36 to 25 children.
- Additional TA support to provide learning and behaviour support.
- Additional TA hours at lunchtime to provide counselling and small group activities.
- Provision of after school coaches and clubs to encourage wider opportunities.
- Music lessons for the violin in small groups and after school rehearsals.
- Numeracy booster groups for year 6 children from December to May to support all FSM6 children and to boost PPF children to make better than expected progress.
- Learning and activity support from East Barnby to develop ambition, resilience and collaboration for PPF children in year 5.
- Reading Eggs subscription for PPF children.
- Release time for the SENCo to monitor and support interventions for PPF children.

The Impact of the PPG for 2014/15

End of KS2 results – the percentage of PPF pupils making 2 levels progress in reading, writing and maths was varied across the small group of children. Levels of ability and additional needs, together with three new starters during and at the end of the previous year, also influenced the results.

The teachers and leadership track children in receipt of the PPG individually, in order to work on specific barriers to learning. Other impact measures demonstrate that the school has started to implement more suitable interventions.

In year progress for this group of children was higher for reading, (4.8 APP compared with 2.7 for the non PPG children). The PPG made less progress in writing, with a gap of 1.4, but with no gap for maths.

In year 5, where children had a learning skills development programme with East Barnby Outdoor Centre, progress in writing and maths was better than in previous years. However, only progress in writing exceeded the non PPG children's progress. Since the programme, learning behaviours for the cohort have continued to improve.

The use of Reading Eggs has supported some of the children struggling to develop reading fluency. The impact for this has again been varied for the group. Some children have made more significant gains than others. The school has decided not continue with this intervention, having identified some more suitable resources to ensure children make more rapid progress with reading.