

Mill Water School

Pupil Premium Impact

2014 – 2015

	Summary	Time/Cost	Impact
Additional literacy support	Differentiated groups have received multisensory structured phonic sessions	4 TA/days per week £6385	There is no gap between PP pupils and non PP pupils. Upper quartile (UQ) progress for whole school = 88%. UQ progress for PP pupils = 94%. Pupil premium pupils are making accelerated progress in their reading and writing. Observations demonstrate that they are becoming more confident readers because they are able to blend sounds together to read and segment sounds to spell. Fine motor skills are improving and some pupils are beginning to write independently and for their own pleasure.
Additional maths support	2 TAs have delivered sessions based on From Counting to Calculating to small groups and individual children	4 TA/days per week £7542	There is no gap between PP pupils and non PP pupils. UQ progress for whole school = 87%. UQ progress for PP pupils = 88%. More pupils have made good or better progress in number. Pupils' enjoyment demonstrates that they are more confident in their use of numbers and are starting to generalise their learning to the rest of the maths curriculum.
Training in From Counting to Calculating	2 TAs have undertaken training in delivering the From Counting to Calculating intervention	£790	TAs know how to deliver remedial numeracy to children operating at P levels. Pupils make more progress because they are receiving quality interventions which are tailored to their precise learning needs.
Specific one to one interventions	2 Children in Care are receiving one to one sessions in maths, writing and comprehension to ensure that they are on track to meet their English and maths targets	1 TA/day per week £843	Individual pupils are receiving high quality interventions which are tailored to their precise needs. Barriers to learning are being overcome and Children in Care are being prioritised.
Therapeutic interventions	Behaviour and play therapies are being designed and delivered to individual children	2 TA/days per week £2528	Pupils benefit from participating in activities which seek to remediate developmental and learning gaps/delays. Pupils develop play skills, turn taking skills, sharing skills. They learn new ways to manage their own behaviour which means that they can access more of the curriculum. Pupils' progress, which would otherwise be interrupted by these factors, is maintained.
Additional outdoor activity sessions	4 timetabled sessions provide regular access to the outdoor environment for groups of eligible pupils	3 TA/ days per week £1824	Pupils develop self-esteem and self-concept. They can assess risk and make more informed judgements on their own safety and the safety of others. They develop independent skills. They learn to cooperate with their peers and to act as a team member.

Provision of specialist teaching approaches	2 TAs have been trained in TEACCH and use of PECS. They work with eligible ASC pupils on an individual and small group basis.	£8,170	TAs are more skilled in using tailored teaching strategies with individual pupils, groups and whole classes. Pupils benefit from having teaching approaches which appeal to their learning styles and enable them to access independent learning. Pupils' ability to communicate is enhanced and enables pupils to have a voice.
Purchase of hardware for use by individual pupils	3 netbooks have been purchased for specific eligible pupils	£729	3 x Children in Care will benefit from being able to access e-learning at home which will impact positively on their learning and will enable them to meet their academic targets.
Purchase of maths and literacy software	Online maths resources (MyMaths) has been purchased, along with a range of Ebooks at different levels of reading difficulty	£764	Eligible pupils across the school will have ready access to a broader range of maths and literacy resources. Because these resources are accessible from home, homework which includes their use will be set. This will increase the motivation of pupils to do their homework, particularly Children in Care.
Support for transition to college	Costs associated with Children in Care accessing days at their Post 16 setting are being covered	£400	2 x Children in Care will benefit from a smoother and managed transition to college which will reduce their levels of anxiety. This will mean that they will be able to begin their Post 16 education with clear expectations.
Drumming lessons	Individual drumming lessons are being provided for one Child in Care	£120	1 x Child in Care will benefit from lessons which will improve his sense of rhythm, as well as his levels of musicality, numeracy and self-esteem. He will have access to a broader range of experiences.
Purchase of drumming kit	New drumming equipment purchased	£190	Pupils have appropriate resources to use to develop skills.
Extra swimming sessions	Additional swimming sessions are being provided for eligible children	£380	Eligible pupils participating in additional swimming sessions will develop/maintain levels of fitness. Their Life Skills programme will be broadened and they will know how to behave in public swimming sessions.
Attendance	TAs provided transport arrangements for individual eligible pupil who was unable to travel on school transport	£480	Eligible pupil, whose temporary high levels of anxiety prevented him from accessing school transport, was able to maintain his attendance at school.
Enrichment activities	Costs for eligible pupils during residential week	£600	Pupils had the opportunity to practice independent living skills. They had to cooperate with each other and with staff. Their levels of fitness improved though increased physical activity throughout the week.
TA support	More TA support in Class 3 which requires a high level of one to one staffing	4/11 of one extra TA Grade C = £2570	Eligible pupils in Class 3 have more one to one support in order to help them access their curriculum.
TEACCH resources		£100	Pupils' learning will be enhanced because they will have access to specific resources which meet their learning styles.