



# OUR LADY STAR OF THE SEA PRIMARY SCHOOL

## 2014-15

Pupil Premium for 2014-15 is £70,200

Strategy	Cost	Evaluation	Impact
<p><b>Phonics Support and Reading Intervention (KS1):</b></p> <p><i>Additional teacher four mornings per week with targeted groups of children to support their language skills, phonics work and reading.</i></p> <p>TA session five mornings per week</p> <p>TA Phonics training</p> <p>Talk Boost training (2 staff)</p> <p>Talk Boost sessions (20 hourly sessions over 10 weeks)</p>	<p>£12,480</p> <p>£1,025</p> <p>£312</p> <p>£100</p> <p>£2,090</p>	<p>Through very effective targeted intervention and timetabled support children have been working in tightly focused groups and have made better than expected progress.</p>	<p><b>Improved Phonics achievement for FSM children:</b></p> <p>2013 – 64%</p> <p>2014 – 71%</p> <p>2015 – 89%</p> <p>Data shows that 89% of FSM children achieved national expected standard in Phonics in 2015. This is higher than the 63% FSM achieved Nationally in 2014 and is also above the 78% for Non FSM achieved Nationally in 2014.</p> <p>Data shows year on year improvement – with FSM children being above National standards for the last two years compared to National FSM achievements.</p>
<p><b>Achievement 4 All:</b></p> <p><i>CPD school based training re 'Structured Conversations' –regular termly staff/parent meetings in place to identify children's needs.</i></p> <p><i>Targeted intervention and close monitoring of groups of children.</i></p> <p><i>Supply cover for training</i></p>	<p>£4578</p> <p>£1,050</p>	<p>Staff more focused when speaking to parents re pupils' progress. Tracking of pupils has high priority.</p> <p>Parents work alongside school and pupils to support learning at home.</p> <p>Teachers more focused on individual children's needs and ensure that target group know what their next steps are.</p>	<p>Parental engagement is high.</p> <p>Target group Average Point Score in September '14 compared to April '15 for :</p> <p>Reading:11.8 - 14.8 increase of 3 APS</p> <p>Writing: 10.8 - 13.3 increase of 2.5 APS</p> <p>Maths: 11.3 - 13.3 increase 2 APS</p>

<p><b>Lexia with timetabled intervention:</b></p> <p><i>Timetabled spelling intervention using Lexia software is used.</i></p>	<p>£3,072</p>	<p>Children are engaged in their learning – enjoy working on spelling rules and patterns using Lexia.</p> <p>Targeted Teaching Assistant intervention is effective and addresses pupils’ needs. This is well embedded throughout the school.</p>	<p>94% of Y1 children achieved Wa National standard in the Phonics Screening test.</p> <p>100% FSM children achieving (Wa) National expectations (2015).</p> <p>GPS at the end of KS2: 33% FSM achieving National Expectations in GPS.</p>																				
<p><b>Y6 Booster sessions</b> <b>In class additional teaching support KS2.</b></p> <p><i>Focused, targeted support in place for all Y6 children.</i></p> <p><i>BRP Booster sessions x 10 weeks</i></p> <p><i>Reciprocal Reading training</i></p>	<table border="0"> <tr> <td>Teacher</td> <td>£5,850</td> </tr> <tr> <td>TA</td> <td>£418</td> </tr> <tr> <td>TA</td> <td>£150</td> </tr> </table>	Teacher	£5,850	TA	£418	TA	£150	<p>Effective targeted support has been successfully implemented.</p> <p>Children working in small ability groups with clear lesson objectives and targets.</p>	<p>KS2 SAT results 2015 (whole cohort):</p> <p>GPS and Writing : 78%</p> <p>Reading : 100%</p> <p>Maths : 89%</p> <p><b>2014-2015 cohort:</b></p> <p>100% of FSM children made 2 levels progress in reading and writing</p> <p>67% of FSM made 2 levels progress in maths.</p> <p>67% of FSM children made 3 levels progress in reading and writing and 33% made 3 levels in maths.</p>														
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<p><b>Enrichment opportunities</b> eg. School trips (transport included), theatre visits (The Lion King, Aladdin), workshops (Shakespeare for Children, Magna Carta ..etc)</p>	<table border="0"> <tr> <td>Beamish</td> <td>£ 617</td> </tr> <tr> <td>Theatre Lion King</td> <td>£ 870</td> </tr> <tr> <td>Aladdin</td> <td>£1160</td> </tr> <tr> <td>Workshops</td> <td>£ 620</td> </tr> <tr> <td>Derwent Hill Residential</td> <td>£3466</td> </tr> <tr> <td>Youth Ministry Residential</td> <td>£ 500</td> </tr> <tr> <td>Lockerbie Residential</td> <td>£3548</td> </tr> <tr> <td>Hancock Museum</td> <td>£ 170</td> </tr> <tr> <td>Horden Pantomime</td> <td>£ 100</td> </tr> <tr> <td>Down at the Farm</td> <td>£ 140</td> </tr> </table>	Beamish	£ 617	Theatre Lion King	£ 870	Aladdin	£1160	Workshops	£ 620	Derwent Hill Residential	£3466	Youth Ministry Residential	£ 500	Lockerbie Residential	£3548	Hancock Museum	£ 170	Horden Pantomime	£ 100	Down at the Farm	£ 140	<p>Children have enjoyed and benefited by all the enrichment opportunities provided by the school.</p> <p>Teachers have used these activities well to promote learning opportunities and to engage children in all aspects of the Primary Curriculum.</p>	<p>Children have been able to use their experiences to improve the quality and quantity of their work.</p> <p><b>2014-15 KS1 cohort</b> – 100% FSM achieved level 2b+ in Reading and 67% in Writing and Maths.</p> <p><b>2014-15 KS2 cohort</b> – 100% FSM achieved level 4+ in Reading.</p> <p>Y6 FSM: 100% achieved 2+ levels progress in Reading, Writing and Maths.</p> <p>67% achieved more than 2 levels progress in Reading and Writing and 33% in Maths.</p>
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<p><b>PSA Support</b></p>	<p>£ 1500</p>	<p>The School's Parent Support Advisor has worked closely with families to ensure that necessary support has been provided.</p>	<p>All families supported by PSA have at least good attendance – no EWO intervention has been necessary this year. 100% of children working with the PSA in 2014-15 had at least 95% attendance (compared with 67% in 2013-14).</p>
<p><b>Guidance Learning Centre – Behaviour Management support</b></p> <p><i>Clear Behaviour Management Policy is in place and this is enforced by all staff. The school works closely with Easington Colliery Primary's Guidance learning Centre staff.</i></p>	<p>£1500</p>	<p>Behaviour in school is judged as at least good. The school is a calm, safe working environment and classes have little disruption due to inappropriate behaviour. Behaviour Management is consistent across the school and children respond well to the school/class rules. Children have a good understanding of expectations and consequences and they are eager to make the right choices.</p>	<p>The number of blocks of sessions at the GLC over the last 3 years: 2012-13: 24 2013-14: 8 2014-15: 3</p> <p>Due to well established Behaviour Management procedures being in place the number of referrals and sessions at the GLC have decreased year on year.</p>
<p><b>Counsellor ( ½ per week)</b></p> <p><i>The school has a designated qualified counsellor who works 1 half day per week. The counsellor works with both children and parents, following referrals.</i></p>	<p>£ 1500</p>	<p>Good relationships have been established between counsellor, children, parents and SENCO.</p> <p>Very positive feedback has been made to the school re the support received by both parents and pupils.</p>	<p>Improved confidence and attendance of pupils receiving counselling.</p> <p>Improved support and parental engagement.</p> <p>Emotional increase: Sept. to Dec. '14 24.2% Jan. to Mar. '15 54.2%</p>

<p><b>Homework Packs and Homework Assembly:</b></p> <p><i>All children are provided with Homework Packs which include a range of stationery which ensures that no child is unable to do their HW because of not having the appropriate tools.</i></p> <p><i>Children are further encouraged to do their homework by being given opportunities to win prizes which also include family outings.</i></p>	<p>£1500</p>	<p>Children rarely give excuses for not doing their homework. The Homework Policy is provided to all stakeholders at the beginning of the academic year and teachers, parents and children know what the minimum expectation is.</p> <p>Homework is handed in on a regular basis and the majority of children have a positive attitude towards their independent learning at home.</p> <p>An increase in emphasis on HW and incentives for children and families has proved to be very successful. Parents regularly sign their child's 'Reading Record'.</p>	<p><b>Monitoring of HW shows:</b>  <i>April '15:</i> 61% of pupils regularly did their HW.  <i>July '15:</i> 87% of pupils regularly did HW.</p> <p>Children are more engaged with their HW.</p> <p>Parents regularly listen to their children read.</p> <p>100% of Y2 and Y6 FSM children achieved National expectations for Reading.</p>
<p><b>After School Clubs:</b></p> <p><i>The school offers a wide range of after school clubs:</i></p> <ul style="list-style-type: none"> <li>➤ <i>Football</i></li> <li>➤ <i>Multi-skills</i></li> <li>➤ <i>Games and Puzzles</i></li> <li>➤ <i>Cookery</i></li> <li>➤ <i>Mini-SVP</i></li> <li>➤ <i>Homework/Booster sessions</i></li> <li>➤ <i>Drama</i></li> </ul>	<p>£4,507</p>	<p><i>The clubs are very well attended. Children attend clubs enthusiastically and show commitment to the clubs that they sign up to.</i></p> <p><i>75% of children attend at least one of the after school clubs throughout the week.</i></p>	<p>Improved attendance – <i>see below.</i></p> <p>Improved confidence and eagerness to participate in activities both in class and after school.</p>

<p><b>Attendance and Punctuality:</b></p> <p><i>The school actively promotes good attendance and punctuality through providing regular incentives to engage with parents and children. eg. Attendance certificates, trophies, and badges.</i></p>	<p>£700</p>	<p>Over the last 3 years the school has worked closely with families and the Education Welfare Officer (EWO) to promote and implement a healthy understanding of the importance of good attendance.</p> <p>High priority is given to attendance during the annual end of year Awards Assembly.</p> <p>A tracking system is in place for punctuality and children have been rewarded with certificates and badges for maintaining 100% punctuality throughout identified months.</p> <p>Children are generally happy to come to school – they respond well to attendance initiatives and incentives. They understand the high importance of good attendance and punctuality.</p> <p>Attendance initiatives are effective.</p>	<p>Data below confirms the significant impact of the work being carried out by the school and its effectiveness in improving school attendance.</p> <p><b>Data for FSM attendance of 95% or above:</b>  2012-13: 44%  2013-14: 74%  2014-15: 76.5%</p> <p>Over the last 3 years there has been significant and substantial improvement in attendance of children on FSM.  2.5% improvement from 2013-14 to 2014-15</p> <p>In 2014-15 the <b>lowest attendance</b> of a child on FSM was: 90%</p> <p>2013-14: 85.48%</p> <p>2012-13: 75%</p>
<p><b>Milk and Fruit</b></p> <p><b>Breakfast Club subsidy</b>  <i>The school pays for 2 members of staff to organise and run the Breakfast Club.</i></p>	<p>£2450</p> <p>£3000</p>	<p>All children entitled to FSM receive milk and fruit on a daily basis.</p> <p>On average 30-35 children attend the school's Breakfast Club.</p> <p>There have been no children raising concerns regarding being hungry at school.</p>	<p>Children are generally happy and settled in school and always ready for work.</p>

<p><b>Resources</b></p> <p>Resources have been purchased throughout the school to aid children in their studies and provide enrichment in their lives, e.g. iPads, Wednesday Word, KS1 Plays to Read, etc.</p>	<p>£12,179</p>	<p>The school is well resourced and staff and children use these resources effectively to support learning and ensure progress.</p> <p>Children are very confident in using i-pads and are keen to use these across the curriculum. They have particularly enjoyed reading plays – this improved fluency, speed and expression in children’s reading.</p>	<p><i>See data above.</i></p> <p>Reading throughout the school has been substantially improved.</p>
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