



Bellingham Middle School - Impact of pupil premium allocation 2016/17

Activity	Sutton Trust Summary	i/c	Brief Outline	P.P. Allocation	Impact																					
TAs delivering Read Write Inc programme	Phonics development – Moderate impact for very low cost	HS	Small groups in Y5 removed from lessons to partake in intensive literacy support tuition	£6500	<div>83% (5/6) DA group made accelerated progress in Year 5 reading.</div> <table><tr><th>PP Attainment</th><th>Y5 baseline</th><th>End of Y5</th></tr><tr><td>At year 5</td><td></td><td></td></tr><tr><td>At year 4</td><td></td><td>2</td></tr><tr><td>WT year 4</td><td></td><td>3</td></tr><tr><td>At year 3</td><td>1</td><td>1</td></tr><tr><td>At Year 2</td><td>4</td><td>1</td></tr><tr><td>Below Y2</td><td>2</td><td></td></tr></table>	PP Attainment	Y5 baseline	End of Y5	At year 5			At year 4		2	WT year 4		3	At year 3	1	1	At Year 2	4	1	Below Y2	2	
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Below Y2	2																									
TAs delivering Success@Arithmetic	In small group, specified intervention the impact can be strong	HS/JM	Small groups removed from lessons to partake in intensive numeracy support tuition	£6500	<div>Intervention over 8 – 10 week period:</div> <table><tr><th>PP Attainment</th><th>Y5 baseline</th><th>End of Y5</th></tr><tr><td>At year 5</td><td></td><td></td></tr><tr><td>At year 4</td><td></td><td>4</td></tr><tr><td>WT year 4</td><td></td><td></td></tr><tr><td>At year 3</td><td>2</td><td>3</td></tr><tr><td>At Year 2</td><td>3</td><td></td></tr><tr><td>Below Y2</td><td>2</td><td></td></tr></table>	PP Attainment	Y5 baseline	End of Y5	At year 5			At year 4		4	WT year 4			At year 3	2	3	At Year 2	3		Below Y2	2	
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TAs delivering 1st Class@number	In small group, specified intervention the impact can be strong	HS/JM	Small groups removed from lessons to partake in intensive numeracy support tuition	£6500	<div>Intervention over 12 week period:</div> <table><tr><th>PP Attainment</th><th>Y5 baseline</th><th>End of Y5</th></tr><tr><td>At year 5</td><td></td><td></td></tr><tr><td>At year 4</td><td></td><td>4</td></tr><tr><td>WT year 4</td><td></td><td></td></tr><tr><td>At year 3</td><td>2</td><td>3</td></tr><tr><td>At Year 2</td><td>3</td><td></td></tr><tr><td>Below Y2</td><td>2</td><td></td></tr></table>	PP Attainment	Y5 baseline	End of Y5	At year 5			At year 4		4	WT year 4			At year 3	2	3	At Year 2	3		Below Y2	2	
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Reading booster	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	HS	Small groups removed from lessons to partake in reading support tuition	£6500	Year 6 reading progress: pp 100% expected progress & 1/3 accelerated progress.
Staff training on Grammar for Writing (Y6)	Research project funded to find out impact of G4W approach to improve SPAG & writing.	HS/JM	Y6 teacher trained in G4W techniques and writing units.	£2000	Year 6 writing progress: 100% expected progress. SPAG SAT: 2/3 at ARE for SPAG and for writing TA. GL test results: group scores analysed by spelling / grammar and punctuation: Y5 spelling 56% (national 56%), grammar and punctuation 56% (national 51%) Y6: spelling 59% (national 57%), grammar and punctuation 63% (national 52%); Y7 spelling 54% (national 52%), 59% (national 48%); Y8 spelling: 53% (national 48%), 48% (national 52%)
Reinforce Accelerated Reader programme	Accelerated reader appears effective for weaker readers	LC	Implement Accelerated Reader programme	£3000	Note KS2 reading data above. KS3 pp reading:
Improving reading resources in school			Purchase of new reading resources in classrooms and library	£200	Y7 67% exp progress and 17% better than Y8 100% exp progress and 38% better than. Impact more successful with Y8s than with Y7s. However, cohort changed during the year in Y7 and this mobility has affected the data for pp – especially as it is a small group.
Targeted social and emotional learning (SEL) in skills lessons and as a whole school ethos.	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social interactions and attainment				My Star Outcomes indicate improvements as follows: J: education / learning score improved from 3.5 – 5 Confidence score: 3 – 4.5; friendships score: 3 – 4.5; Feelings and behaviour score: 3 – 4.5
Sky Sports Ambassador visits		DR	Sky Sports Ambassador working with identified pupils	£150	S: education / learning score improved from 4 – 5

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Delivery of small group nurture sessions		HS	Trained staff working with identified pupils	£2000	Confidence score: 1.5 – 4.5; friendships score: 3.5 – 4.5; Feelings and behaviour score: 3 – 4 Staff report: J: able to put her hand up more and ask for help; playing with others at break and reduced behaviour incidents. S: less worried about making mistakes and smiling more around school.
Participation in outdoor adventure activities	Moderate impact for moderate cost	RS	Ensuring that all eligible pupils are able to take part in adventure activities in both key stages	£250	100% DA group able to take part in outdoor adventure activities
Support for participation in residential visits		RS	Enabling all pupils to engage in residential visits	£250	100% DA group able to take part in residential visits if they so choose
Support for homework activities.	Some barriers to learning are home based and need to be overcome through school support.	RS	ICT club available 3x week in order to support homework.	£800	100% DA group able to attend club if they so choose. On occasion, teachers referred individuals to the club to ensure certain key homework was completed.