

Impact of DPP and DPP+ expenditure at The Raleigh School

At the Raleigh School 3.2% of children (April 2014-April 2015) received DPP and DPP+ funding. Individuals' annual entitlement is spent specifically on each individual and parents are consulted regularly for their input into their child's education which is monitored by the school SENCo, Anna Maclean.

Impact of funding during the calendar year of April 2014-April 2015

| <u>Child</u> | <u>Provision</u> | <u>Initial observations at Sep 2014</u> | <u>Impact at April 2015</u> |
|---------------------|---|---|--|
| Child A | 1:6 handwriting focus group Swimming lessons Additional TA in the classroom | Could not write cursively or do lead ins Could not swim Lacked engagement and struggled to work independently. | Can do lead ins and is trying to write cursively More willing to give things a go and is beginning to have own ideas |
| Child B | 1:6 Handwriting focus group 1:6 Reading comprehension focus group 1:2 private writing tutoring 100% school trip payment After School Swimming lessons | Poor handwriting, illegible. Struggled to record ideas for comprehension. Limited application of taught genre features and sentence structure. Lacked pace, so did not achieve enough in the given time period. Was 19 points (3C) | Handwriting is more legible with some evidence of letter joins Written responses are more accurate and assessment scores are improving Features are being applied to a range of genres and sentence structure is improving. Now 23 points (3A) |
| Child C | 1:6 Writing Focus group 1:1 Guitar lessons (very recent) 100% trip payment | Was 17 points (2A) Could not read music, play the guitar. Little interest for the residential trip | Improved, positive attitude and received a head teacher's certificate for writing. Moved to 19 points (3C) Enjoying learning the guitar and beginning to read music Enjoyed the residential |

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| Child D | <p>1:1 high frequency word reading and spelling of key words support After school swimming lessons 100% trip payment Payment of books from the book Fair to increase reading diet and interest.</p> | <p>Lacks confidence when reading/spelling high frequency words Lacks interest in additional activities other than school that encourage a healthy lifestyle. Finds reading difficult, priority reader</p> | <p>Increased sight vocabulary so moved bookbands. Enjoyed taking part in a sport and as such is healthier. Much more enthusiastic about reading - richer reading diet</p> |
| Child E | <p>1:1 guitar lessons 1:6 reading comprehension focus group 1:2 Mastering Memory session 3 x week 1:6 Writing Focus group</p> | <p>Could not read music, play the guitar Struggled to decode longer pieces Could not recall general facts, lacked basic understanding or how to scan for facts, did not enjoy it! 17 pts (2A) Struggled to recall the question so very reluctant to answer questions on the carpet. Was 14 points (2c/b)</p> | <p>Enjoying learning the guitar and is beginning to read music. Much more confident, can recall basic story lines and can scan for answers Now scoring 19pts (3C) Much more confident, can answer auditory questions on the carpet Now 16 points (2b/a)</p> |
| Child F | <p>1:6 Handwriting focus group 1:6 Reading comprehension focus group 1:2 writing tutoring Support with the 'wrap around care' provision available 100% trip payment</p> | <p>Poor handwriting, very difficult to read Difficulty when providing written answers about a given text. 19 points (3C) Limited application of taught genre features and sentence structure. Was 15 points (2B) Found social interaction with peers challenging, felt lonely at school</p> | <p>Legible handwriting with some evidence of letter joins Written responses are more accurate, becoming more confident. Now 21 points (3B) Features being applied in a range of genres and sentence structure is improving. Now 19 points (3C) Becoming more confident when interacting with peers and happier at school.</p> |

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| Child G | <p>1:6 Writing Focus group</p> <p>1:1 guitar lessons</p> <p>1:6 Maths Focus group</p> | <p>Free wrote, didn't think of the readers effect/targets set by the teacher. Couldn't read music or play the guitar</p> <p>Lacked confidence, required a lot of support in class to get started, have a go! Wasn't meeting year group expectations.</p> | <p>Includes targets more readily, thinks about the purpose of writing Enjoying this opportunity, beginning to read music and play the guitar. More confident and willing. 'Meeting' year group expectations in Maths.</p> |
| Child H | <p>1:1 Maths private tutoring</p> <p>1:1 Precision teaching of vowel digraphs</p> <p>Free school dinners</p> | <p>Disengaged, thought it was too hard, didn't know number bonds to 10, could not recognise all 2 digit numbers.</p> <p>In Autumn could read 2/25 vowel digraphs in a minute In Autumn spelling test got 10/35 Needs to eat a healthier diet and socialise with peers more.</p> | <p>Much better attitude, now knows number bonds to 10 and can recognise 2 digit numbers. Been to show Mrs O'Neill Maths work this term.</p> <p>Can now read 15/25 vowel digraphs in a minute Got 17/35 in Autumn spelling test Having a healthier option and increased socialising with peers.</p> |
| Child I | <p>100% trip payment After school football club</p> <p>1:6 Maths Focus Group</p> | <p>Not represented the school before</p> <p>21 points (3B) below expectations</p> | <p>Valuable member of the school football team Meeting year group expectations</p> |
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| Child J | 1:6 Writing Focus Group After school swimming lessons 100% trip payment Payment of books from the book Fair to increase reading diet and interest. | Lacks confidence - mostly uses simple sentences and limited vocabulary. Lacks motivation for independent reading, lacks interest in reading. Was 22 points (3B/A) | More confident - experimenting more effectively with range of language/sentence structures Much more enthusiastic about reading Now 25 points (4C) |
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DPP+

| <u>Child</u> | <u>Provision</u> | <u>Initial observations at Sep 2014</u> | <u>Impact at April 2015</u> |
|-----------------------|--|---|--|
| <u>Child A</u> | 1:1 Reading support 1:6 Handwriting Focus group 1:1 Piano lessons 1:6 Numeracy FG Additional TA to support in Literacy and Numeracy for 2 mornings per week. | Was 14 points (2C/2B) Very big writing, capital letters misused and untidy! Never played Was 14 points (2C/B) Lacked concentration and wants to ask Teacher questions regularly rather than have a go | Now 16 points (2B/A) More cursive, legible and no misuse of cap letters. Only 3 weeks in, but enjoying them and beginning to recognise notes! Now 16 points (2B/A) Greater attention and self belief so will give it more of a go. |
| <u>Child B</u> | 1:1 private writing tutoring 1:1 Piano lessons Additional TA to support in cross curricular writing opportunities eg Science /Topic 1:1 Read 2 Dogs Scheme | Did not use full stops very regularly. Was 15 points (2B) Never played, lacked concentration Lacked concentration and struggled to transfer Literacy, writing targets over to other subject areas. Was 17 points (2A) | Some progress, uses full stops more consistently. Now 17 points (2A) Only 3 weeks in, but enjoying them and increased concentration! Increased focus and beginning to apply more targets to these other subject areas. Now 19 points (3C) |

During the financial year of April 2015-April 2016, we have 3.7% of the school cohort eligible to this funding.

