



Edna G Olds Academy

A L.E.A.D. Academy

Pupil Premium: Update Autumn Term 2015

Yoga nurture therapy

1 x yoga teacher 1 x weekly

Small group yoga therapy sessions have had a huge impact on pupil premium children and their learning. Through small group and 1:1 sessions the pupils have grown in confidence and improved their learning behaviours, and become more independent. The children have developed more resilience and are now more willing to have a go and learn from their mistakes. The yoga therapy sessions have helped them to develop a 'growth mind set' which they are able to apply to all aspects of their work.

Success in schools project work

1 x yoga teacher 1 x weekly

The success in schools programme is delivered by a nurture therapy and yoga specialist. Success in Schools is a programme designed by Tamba Roy . The programme is divided into different phases that each of the children work through. Below is an overview of the goals of the programme:

Phase 1

- To understand that thoughts and feelings can be changed, and that pupils can have an influence on their own success
- To make use of the tools under the direction of an adult
- To understand that different strategies can be used for different challenges
- To be aware of changes they can make that will impact upon their success at home or at school
- To identify how some of the tools have impacted upon their experience of success

Phase 2

- To show an awareness of thoughts and behaviours that help or hinder our success
- To use some of the tools effectively and independently
- To make effective decisions about which strategies to use to support their success



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- To begin to exhibit new patterns of behaviour that help them to be successful
- To evaluate their experiences and to learn from them

Phase 3

- To frequently make empowering choices that support their success
- To use the tools proficiently, creatively and independently, adjusting them to match their particular needs
- To have the skill sensitivity and insight to advise others on how to experience success
- To regularly be and feel successful
- To be able to critically assess their own progress and skilfully act upon outcomes

Football Mentoring- Canoville Coaching

1 x specialist coach 1 x weekly

All children have benefited, in a variety of ways. Some children have really matured during the time that they have been involved in the mentoring sessions, most noticeable is the way in which they approach their work, and the attitude they have adopted in the playground- demonstrating a change in maturity and in the way that they speak to and act towards each other. The children are thinking about which piece of work they would like to show to their mentor Lee Canoville, encouraging them to really take pride in their work. They leave the classroom to go to their sessions with great enthusiasm, excited to tell Lee about the positive week they have had.

In addition, some children's self- confidence has risen so considerably that they are now able to tackle new situations and challenges really effectively. Lee has supported them to be able to stand tall and have self-belief in their abilities, and praises them for this, not only during the mentoring sessions, but when he sees them around school and during football lessons.

Music:

2 x specialist music teachers 1 x weekly

Music tuition has helped to develop key skills in all pupils, by giving the children the opportunity to learn a new skill and apply their understanding of literacy and maths in different contexts. Children's auditory skills have improved significantly, music has led to vastly improved learning behaviour and listening skills in the classroom. We have particularly noted a rise in the pupils' attainment in the core subjects. 2015 KS2 results show



that there was only 1 point difference between FSM and non- FSM in reading and writing and there was no difference in maths (closing the gap agenda).

	FSM	NON FSM	Difference
Reading	29.0	30.0	-1.0
Writing	28.0	29.0	-1.0
Maths	30.0	30.0	0

Extended Learning Club

2 x Teaching assistants 5 x weekly

Offering Pupil Premium pupils the opportunity to attend extended learning club free of charge for two evenings a week has had a huge impact on pupil attainment. Extended learning offers pupils the opportunity to gain support with their homework, take part in extra sports activities, learn new art skills and extend their reading comprehensions skills. The children are also given a healthy tea.

Interventions and Impact groups

Every Teaching Assistant 5 x weekly

PPA teacher 1 x weekly

All Pupil Premium pupils have the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. The Rapid Write Programme helps pupils in KS2 to develop their writing by giving them the opportunity to be exposed to a range of genres and gain a better understanding about how sentences can be structured most effectively. The children are then able to apply these skills back in the classroom. The Rapid Reading Programme also helps children to develop their confidence in their ability to read and comprehend more complex texts. They also learn techniques to help them to identify where to locate key information within a text and then infer and deduce its meaning. Speed Reading is another strategy that is used to support Pupil Premium pupils with their reading comprehension. Speed Reading helps children to develop the key skills of skimming and scanning to locate information quickly within a text to identify key points. Teaching Assistants also withdraw Pupil Premium children for interventions in the afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions.



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Photography Workshops

1 x specialist photography teacher 1 x weekly

The photography workshops give Pupil Premium pupils the opportunity to learn how to use a range of cameras and create different effects using everyday objects. The children work as a team to mix colours, create 'splash' photography and create illusions.