

## Pupil Premium Spending 2015 / 2016

When making decisions about using the Pupil Premium Grant, it is important to consider any common barriers to learning that may also affect pupil premium children; the level of support at home, language and communication skills, level of confidence, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a track record of ensuring that pupils make good progress, but historically levels of attainment and progress have been lower for pupil premium children (those who have been eligible for free school meals) – this was also a national trend.

Through targeted interventions and support we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach or exceed age related expectations as they move through the school.

We have analysed our data thoroughly and have used it to inform our decisions on the most effective way of raising attainment for pupil premium children. We involve staff, at all levels, in the analysis of data so that they are fully aware of strengths and areas for development across the school. All staff are aware of who our pupil premium and disadvantaged children are and their individual needs are considered carefully so that we provide the best support for those children who could be doing “even better if....”

All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just pupils with low attainment).

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using specialised staff to provide high quality interventions
- Where appropriate we will work with other agencies to bring in additional expertise
- Developing strong School Home Support
- Providing support for parents to develop their own skills (ESOL, Literacy, mathematics) so they can support their children’s learning within the curriculum
- Providing support where possible for families who are in a time of crisis or in need of nurture
- Tailoring interventions to the needs of the child (e.g. targeted maths support for pupils with gaps their learning)
- Recognising and building on experiences outside of school (e.g Explore learning and clubs)

In our determination to ensure that ALL children succeed we recognise the need for, and are committed to, providing individualised interventions for set periods of time to support.

### **Funding Priorities**

We want to raise standards in reading by enthusing children to develop their speaking and listening skills. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve.

We will ensure that there are opportunities for children to develop their leadership skills, including building in opportunities for them to become peer tutors and supporting younger children in their learning.

This year our aim is to further increase the quality of teaching across the school by developing CPD opportunities around outstanding teaching. We will also be supporting staff in developing the quality of their teaching, use of Assessment For Learning (AFL) strategies to improve feedback to pupils.

Context	
Total number of pupils on roll	450
Total number of pupils eligible for PPG	130 (Jan 15 Plasc)
Total number of pupils eligible for EYPPG	16
% of PP pupils	32%
Amount of PPG received per pupil	£1 300
Amount of EYPPG received per pupil	£300
Total amount received	£167,640

Nature of support 2015 / 2016	
Focus on learning in the curriculum	30%
Focus on social emotional and behaviour	11%
Focus on enrichment beyond the curriculum	26%
Focus on families / community	33%
<p><b>Curriculum focus:</b> Increase % of children working at, or above, age related expectations in reading writing and mathematics.</p>	

Record of pupil premium grant spending by item/project 2015~2016				
Year group	Item Project	cost	Objective	Evaluation/impact
All year groups, throughout the year	Inclusion lead	<b>12887</b>	Pupil and parental engagement	As a result of this action families feel supported and engage with staff to ensure the best outcome for children .
Numbers counts with KS2	Maths intervention numbers count	<b>6600</b>	Children will improve their maths age and attainment in maths	As a result of this action 50% made a sub levels progress in this intervention and 50% made 1 year and 1 months progress in their maths age..
All year groups, throughout year.	Attendance manager First day calling & constant monitoring of attendance.	<b>4318</b>	Improvement in Attendance & Lateness data	PA rate fell to 1.8%, below national average 2.8%. Lateness fell to 0.8% improvement from previous year.
All year groups, throughout the year	Home school link worker	<b>13657</b>	Pupil and parental engagement	As a result of this parents are able to overcome barriers to children's learning and increasing engagement of parents in learning. 1-2-3- Magic. Behaviour management course. Encourages positive parenting in a helpful way. Strengthens relationship with parents and school. Positive impact on children. 4 parents attended. Behaviour improved . Parent coffee mornings for ELA families. Strengthens

				relationship between parents and school. This has a positive impact on the children as they all feel more of the school community. Parents learn more about the school and what we do, enabling the parents to better support their children, educationally and socially.
Years 1,2,3 - Sessions of 30 mins each	Phonics counts teachers	<b>8300</b>	Increased reading ages, meet the criteria for the phonics screening test in Year 1 and Year 2. improved attainment in reading	As a result of this intervention 43% made 2 sub levels progress inreading, 43% made 1 sub level progress in reading and 14% made no progress in reading.
Years 3,4,5,6 Sessions of 30 mins each	Specific Learning Support	<b>17772</b>	Increased reading age	As a result of this intervention 10% made 25 months progress, 20% made 13 months progress,30% made 9 months progress, 10% made 7 months progress, 10% made 4 months progress, 10% made 3 months progress and 10% made no progress in their reading scores.
Intervention for children (Y3 - Y6)	Toe to Toe – reading intervention for pupils with low attainment in reading or specific need	<b>4500</b>	Increased reading ages, improved progress in reading	As a result of this intervention 43% made 2 sub levels progress in reading, 43% made 1 sub level progress in reading and 14% made no progress in reading.
All year groups, throughout the year	Pupil Premium Teachers	<b>29909</b>	Increased reading ages, incresed maths ages, improved handwritng.	As a result of this intervention in maths 16% made 30+ months progress, 41% made 10+ months progress, 16% made 5+ months progress, 8% made 3 months progress and 8% made no progress in their maths score. In reading 1 child moved up 3 colour levels, 1 child moved up 2 and 5 children moved up 1 colour level. 1child made13 months progress and 1 child made 6 months progress in their reading age.
All year groups, throughout the year	ELSA offering individual or group support for self esteem, friendships etc .	<b>17158</b>	Improved scores on the SDQ (Strengths and difficulties questionnaire)	As a result of this intervention 43% improved their SDQ score, 42% stayed the same and 14% did not improve their SDQ score.
R-6 All year groups, throughout year	Penguins Lunchtime club	<b>6876</b>	Children will learn social skills and gain confidence that will enable them to be outside for lunchtimes	50% of the children were able to return to the playground following a phased return.
Year 6	Easter school (one week)	<b>1500</b>	Accelerated progress for some pupils, progress for other	100% of the Easter school students attended all 4 days

			pupils, closing the gap	and as a result 100% achieved their projected targets in reading, writing and maths.
Year 3,4,5,6	Laptop Loans	<b>6000</b>	Pupil engagement, complete homework	As a result of this action 100% of children with the laptops completed their homework
All year groups, throughout year, includes residential	Trips and visits England sports club Cookery club	<b>6500</b> <b>1204</b> <b>100</b>	Pupil engagement, feeling part of the school community, have new experiences	As a result of this action children were able to enjoy new experiences and were able to contribute to classroom discussions about this learning. Pupils increased in self confidence and developed greater independence whilst developing team-working, collaborative and social skills
2 hours outside school at Explore learning focusing on reading and maths	Explore learning	<b>6000</b>	Accelerated progress for some pupils, progress for other pupils, closing the gap	As a result of this intervention 50% of children made progress in sub levels in reading and 40% made progress in sub levels in maths
all year groups throughout the year	Uniform, PE kits, and school shoes	<b>10000</b>	feeling part of the school community, improvement in presentation and having the correct kit to take part in sports lessons/teams	As a result of this action all children have PE kits and take part in PE lessons and all children have school uniform
All year groups, throughout year in the holidays	Holiday Play Schemes	<b>2500</b>	children have experiences with other children and they new things whilst gaining confidence.	As a result of this intervention all pupils gained new experiences.
All year groups	Cool milk	<b>1100</b>	Pupils are healthy and alert in their learning.	As a result of this pupil engagement has improved in classes.
R-6	Aspiration Week	<b>2000</b>	Helen Sharman, OBE, will visit the school and spent time with pupils from Rec – Y6. Helen will complete a presentation about her time in space and then meet pupils during a signing.	As a result of this the pupils met an inspiring real life astronaut who told them to 'Aim high!' The pupils were inspired.
Y6	Enrichment day: SATRO Enterprise day	<b>500</b>	Develop thinking skills and develop aspirations for the future	As a result of this pupils learn to think creatively and have a positive attitude towards their futures.
R -6	Raise the curtain	<b>1300</b>	Develop awareness of bullying through drama.	As a result of this children were more aware of what bullying is and able to understand the difference between friendship fall outs and bullying.
Year 5 and 6	Developing children as leaders – play leaders		Extending opportunities to build leadership skills.	Play leaders have responsibilities. They take their responsibilities for organising pupils in purposeful play during unstructured times.
Targeted extended school places	Otters early morning club	<b>1420</b>	Support a families with routines and entry into school for pupils. Ensure pupils continue to have	As a result of this the pupils arrived to school on time, had a healthy breakfast and

			good attendance and continue to access the learning.	were settled in school and able to learn.
A child in KS2	Dyslexia Action	560	Developing learning capacity through understanding an individuals needs thus removing barriers to learning.	As a result of this staff have clear targets and they can be consistent with home in their approach to supporting learning.
All year groups	Life buses	840	Pupils will learn about PSHE facts relewant to their age.	As a result of this pupils learnt about PSHE and Science.
Targeted support with transport into school	Taxi fees	605	Support a family with transport into school for pupils. Ensure pupils continue to have good attendanace and continue to access the learning.	As a result of this the pupils arrived to school on time, had a healthy breakfast and were settled in school and able to learn.
N and Rec	EYPP – libray books for parents to take home and share with the children Early excellance Limited	3900	Pupils to enjoy reading and develop the early skills linked to reading.	As a result of this intervention children show a positive attitude to reading and sharing books with each other. Children regularly read at home and they have developed early skills linked to reading.
<b>Total</b>				

#### Pupil Premium Income against expenditure 2015/ 2016

Total PP funding received	£167,640
Total PP expenditure	<b>£168,006</b>
PP funding remaining	<b>-£366</b>

#### Impact of pupil premium spending 2015 2016

The school's evaluation of its own performance is rigorous. Tracking of progress overtime for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed at the end of its duration (usually every 10 weeks) along with the half termly as assessment data and if an intervention is not having the desired impact it is analysed and addressed.

In 2016, we will use a range of data to analyse impact of spending:

End of key stage data

Phonics outcomes

EYFS data

Current data

Intervention analysis

Outcomes of work scrtinies and learngi nwalks

Stakeholder feedback