



Pupil Premium Strategy Statement 15-16

Pupil Premium is additional funding allocated to schools for pupils who are in receipt of free school meals (FSM) or who have been eligible for free school meals over the past 6 years (Ever 6 FSM). In addition an allocation is also made to pupils in local authority care for more than 6 months (CLA) or Service children.

The Pupil Premium Grant (PPG) is money used to ensure that pupils who are at risk of underachievement are able to reach their full potential and access the same opportunities, provision and enrichment as those pupils not eligible for PPG.

Our long term objective is to build a systematic and progressive structure of provision which will 'close' the gap' so that the attainment of pupils in receipt of the PPG is in line with their peers.

PPG review: 2015/16

Total Number of Pupils on roll	126
Total number of pupils eligible for PPG	51 (41%)
Total number of CLA pupils	4 (3%)
Total amount of PPG received	£76,669

Chosen action/approach	Cost	Objective/Outcome
Reading Recovery run by a PP Teaching Assistant. RR/ writing resources	£12,348 £465	Objective; Targeted 1:1 support for PP pupils to make progress in reading. Success Criteria; Pupils to demonstrate increased reading age/accuracy/comprehension/book levels from entry to exit of programme. Outcome; Objective met <u>Autumn Term 15: 4 pupils</u> 100% of these pupils made progress with the average R.A progress of this group being 4 months in 10 weeks. <u>Reading /Phonics support – 1 pupil</u> Progress made: Letter ID: increased by 12 in 10 weeks. Hearing & recording sounds in words: increased by 17 points in 10 weeks. <u>Spring Term 16: 4 pupils</u> 100% of these pupils made progress with the average R.A progress of this group being 3 months in 10 weeks. <u>Summer Term 16: 3 pupils</u> 100% of these pupils made progress with the average R.A progress of this group being 5 months in 10 weeks. <u>Reading /Phonics support – 1 pupil</u> Progress made: Letter ID: increased from 11/26 to 21/26 in 10 weeks.
Writing intervention in small group led by PP TA.	£3,852	Objective; Targeted group support for identified PP pupils to make progress in writing. Success Criteria; Pupils to demonstrate increased POS levels from entry to exit of intervention. Outcome; Objective met <u>Autumn Term 15: 4 pupils</u> Writing - 100% of pupils made 1 sub-level of progress from baseline entry Sept 15 to Dec 15 (POS). <u>Summer 16</u> – whole school focus on writing (Spring/Summer terms) has impacted positively on all pupils with 95% of PP pupils making expected or better progress in writing compared to 92% non PP.

<p>'First Class@ Number' 1 and 2 intervention led by PP TA. First Class at Number 1/2 training – 1x teacher/ 1x PP TA. Maths resources</p> <p>Numeracy Test Kit/ Resources</p>	<p>£15,408</p> <p>£2,337</p> <p>£187</p> <p>£120</p>	<p>Objective; Targeted group support for identified PP pupils to make progress in number. Success Criteria; Pupils to demonstrate increased maths age from entry to exit of programme. Outcome; Objective met All pupils made outstanding progress in this new intervention; Autumn 15 – Spring term 16: First Class at Number 1 – 5 pupils 100% of pupils made progress with the average Maths Age progress of the group being 2 years in 10 week programme. 40% of the pupils in the group were non PP. First Class at Number 2 – 3 pupils 100% of pupils made progress with the average Maths Age progress of the group being 1:9 years in 10 week programme. 60% of the pupils in the group were non PP. Spring term 16 – Summer term 16: First Class at Number 1 – 2 pupils 100% of pupils made progress with the average Maths Age progress of the group being 1:6 years in 12 week programme. 100% of the pupils in the group were PP. First Class at Number 2 – 4 pupils 100% of pupils made progress with the average Maths Age progress of the group being 1:7 years in 12 week programme. 50% of the pupils in the group were non PP.</p>																																										
<p>PP Co-ordinator</p>	<p>£12,378</p>	<p>Objective; To track the progress and raise the attainment of PP pupils in line with non PP pupils through identifying and monitoring effective interventions and resources to raise PP pupils. Success Criteria; To 'close' the gap' so that the attainment of PP pupils is in line with their peers. Outcome; Objective partially met % of Pupil Premium pupils meeting expected or better end of year targets compared with non PP pupils was as follows (July 16):</p> <table border="1" data-bbox="635 1111 1481 1368"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Speaking</th> <th>Listening</th> <th>Number</th> <th>SSM</th> <th>U&A</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>90%</td> <td>95%</td> <td>88%</td> <td>93%</td> <td>95%</td> <td>93%</td> <td>88%</td> </tr> <tr> <td>Non PP</td> <td>96%</td> <td>92%</td> <td>80%</td> <td>88%</td> <td>92%</td> <td>80%</td> <td>84%</td> </tr> </tbody> </table> <p>Pupil Premium pupils have narrowed the gap in reading from -12.38% in July 15 to -6% in July 16 and exceeded non PP pupils in all other core subject strands.</p>		Reading	Writing	Speaking	Listening	Number	SSM	U&A	PP	90%	95%	88%	93%	95%	93%	88%	Non PP	96%	92%	80%	88%	92%	80%	84%																		
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<p>Nurture Support led by PP TA. Nurture resources</p> <p>Play therapy</p> <p>National Children's mentor training ROOT OF IT</p> <p>Triple P training</p>	<p>£6,174</p> <p>£380</p> <p>£2,130</p> <p>£750</p> <p>£1337</p>	<p>Objective; To support identified PP and non PP pupil's social and emotional well being so that pupils can make expected progress or better. Success Criteria; PP pupils to make expected or better progress (POS)/ improved Boxall Profile score. Outcome; Objective met Pupils accessing nurture interventions including play therapy made the following progress (20% of pupils were non PP).</p> <table border="1" data-bbox="644 1727 1471 1968"> <thead> <tr> <th>Subject</th> <th>Not met EOY target</th> <th>Met EOY target</th> <th>W towards amended EY target 1</th> <th>Met amended EY target 1</th> <th>W towards amended EY target 2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> <td>7</td> <td>3</td> <td>1</td> </tr> <tr> <td>Writing</td> <td></td> <td>1</td> <td>6</td> <td>3</td> <td></td> </tr> <tr> <td>Number</td> <td>1</td> <td>2</td> <td>6</td> <td></td> <td>1</td> </tr> <tr> <td colspan="6">Reading 100% of pupils met EOY target or better</td> </tr> <tr> <td colspan="6">Writing 100% of pupils met EOY target or better</td> </tr> <tr> <td colspan="6">Number 90% of pupils met EOY target or better</td> </tr> </tbody> </table> <p>Boxall Profile; exit data shows that 100% of pupils made progress with the average improvement of the group being 11 points (developmental strands) with 9 pupils now working within the Boxall threshold and 9 points (diagnostic strands)</p>	Subject	Not met EOY target	Met EOY target	W towards amended EY target 1	Met amended EY target 1	W towards amended EY target 2	Reading			7	3	1	Writing		1	6	3		Number	1	2	6		1	Reading 100% of pupils met EOY target or better						Writing 100% of pupils met EOY target or better						Number 90% of pupils met EOY target or better					
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		with 1 pupil now working within the Boxall threshold. Triple P; 6/7 parents completed the course. Feedback from parents was very positive e.g. 'I found the course very useful in supporting me with managing my child's behaviour'.																
Resources to support individual PP pupils with identified needs.	£2354	<p>Objective; To support identified PP pupils to make progress with individual identified areas of learning.</p> <p>Success Criteria; To 'close' the gap' so that the attainment of PP pupils is in line with their peers.</p> <p>Outcome; Objective partially met</p> <p>For % of Pupil Premium pupils meeting expected or better end of year target for July 16 see above (PP Co-ordinator).</p> <p>Within 2 KS1 classes TA support was provided to support pupils with 1:1 programmes.</p> <p>Total expected or better progress was as follows (Summer 16) 37% of pupils in these classes were PP and 63% non PP;</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>KS1 class 1</td> <td>100%</td> <td>82% (100% of PP expected or better)</td> <td>100%</td> </tr> <tr> <td>KS1 class 2</td> <td>91% (75% of PP expected or better)</td> <td>100%</td> <td>91% (75% of PP expected or better)</td> </tr> <tr> <td>Whole School</td> <td>93%</td> <td>93%</td> <td>93%</td> </tr> </tbody> </table>		Reading	Writing	Number	KS1 class 1	100%	82% (100% of PP expected or better)	100%	KS1 class 2	91% (75% of PP expected or better)	100%	91% (75% of PP expected or better)	Whole School	93%	93%	93%
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Whole School	93%	93%	93%															
TA for KS1 to support 1:1 programmes.	£7,464.00																	
ABC Creative Music programme for music intervention	£650																	
Enrichment/ Inclusion - Yr 6 residential.	£320	<p>Objective; To ensure full access to enrichment activities and provide opportunities to develop social skills, independence, and foster self-esteem.</p> <p>Success Criteria; PP pupils will be able to fully access enrichment activities and this will impact positively upon their self esteem, social skills and independence.</p> <p>Outcome; Objective met</p> <p>All PP pupils who wanted to were able to access the Yr 6 residential trip. Testimonials from staff supporting pupils with these activities evidenced an impact upon pupils well being and independence, and improvements in their self-esteem and confidence.</p>																
Total PPG expenditure:		£68,654																
Carry forward:		£8,015																