

Pupil Premium 2015 - 2016



Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	208
Total number of pupils eligible for Pupil Premium Grant (PPG)	21
Amount of PPG received per pupil	£1,320
Total number of pupils eligible for Service Children Grant (SCG)	4
Amount of SCG received per pupil	£300
Total number of pupils eligible for Adopted From Care Grant (AFCG)	2
Amount of PPG received per pupil	£ 1,900
Total amount of PPG received	£32,720 (Funding received financial year 2015-2016)

Nature of support 2015/2016

- Additional SEN teaching assistant hours to work with children eligible for PPG focusing on Social and Emotional support
- Training and new resources for specific maths intervention for children eligible for PPG.
- Training and resources for specific emotional literacy intervention for children eligible for PPG.
- Direct intervention to support families with children eligible for PPG.
- New resource bought to assess, track and provide specific intervention linked with children's social and emotional needs
- Targeted G&T group work to support 7 children eligible for PPG.
- EP hours to support children eligible for PPG.
- Support for extra- curriculum activities such as sports, arts and music tuition.
- Support towards the costs of school trips and enhancement activities.
- Further develop the use of Pupil Tracker to monitor and track attainment and progress of PP pupils
- Extended the use of Pupil Tracker as a diagnostic tool on a termly basis to help analyse effectiveness of intervention and provision funded through the Pupil Premium Grant.

Curriculum focus of PPG spending 2015/2016

Supporting children in social and emotional development, mathematics, English and wider curriculum opportunities

Link to SDP 2015/16

To improve methods of assessment to enable us to track progress towards age related expectations.

To focus on the teaching and learning of maths specifically number fluency, problem solving and reasoning using concrete, pictorial methods and approached.

Measuring the impact of PPG spending 2015/2016

The school will evaluate the impact at the end of each term. Evaluation will focus on academic progress as well as social and emotional development.

Impact of Expenditure:

Impact of intervention and expenditure:

- **Additional SEN teaching assistant hours to work with children eligible for PPG focusing on Social and Emotional support.** A highly trained and skilled SEMH TA has been employed to work on a 1:1 basis with 6 pupils who are eligible for PP – this includes observing pupils in class and offering advice, meeting with parents, teachers, SENCO and professionals involved in the pupils care e.g. PFSA, social workers; planning and delivering specific 1:1 sessions based on the children's individual needs and emotional development; providing parents with strategies and resources to support pupils at home. This member of staff also regularly observes another pupil eligible for PP and supports school staff working with his pupil to develop social and emotional skills. This member of staff also supports 5 additional pupils on a 1:1 who are not eligible for PP.
- **Additional SEN teaching assistant hours to work with children eligible for PPG during lunchtimes to develop social and emotional needs.** On 4 days of the week we provide an alternative lunchtime club that focusses on building social skills. Alternative lunchtimes involve children in turn taking games and give them the opportunity to experience a calm environment that is similar to a nurture group. It helps build sharing, turn taking and friendship building skills. Currently 8 pupils who are eligible for PP access this as well as 6 pupils who are not eligible for PP.
- **Training and new resources for specific maths intervention for children eligible for PPG.** The school SENCO and SEN TA attended Numicon: Breaking Barriers training which is a specific programme aimed at supporting pupils with gaps in their mathematical knowledge. Resources to support this programme were bought and currently 2 pupils who are eligible for PP are receiving this intervention. Resources to support one of these pupils at home were also purchased. This intervention has also supported 3 additional pupils who are not eligible for PP.
- **Training and resources for specific emotional literacy intervention for children eligible for PPG.** Resources have been provided to support individuals and those attending alternative lunchtime club. We also have a member of the teaching staff who is currently attended training in 'emotion coaching'. This will benefit pupils eligible for PP and those not eligible.
- **Direct intervention to support families with children eligible for PPG.** (Please see notes on additional SEN teaching assistant and Numicon resources bought to support a pupil at home)
- **New resource bought to assess, track and provide specific intervention linked with children's social and emotional needs.** The school SENCO has attended an information session on THRIVE. This is being researched further for possible development during 2016-2017.
- **Targeted G&T group work to support 7 children eligible for PPG.** The termly school newspaper (The Pupil) involves these children and is organised by the Literacy coordinator.
- **EP hours to support children eligible for PPG.** The EP has attended a consultation meeting to discuss the needs of pupils in school (this included 9 pupils eligible for PP) and has observed and provided Plan, Do, Review documentation for 2 pupils eligible for PP.
- **Support for extra- curriculum activities such as sports, arts and music tuition.** 17 pupils have received support towards the costs of trips and swimming. 6 pupils have received support for the costs of before and after school clubs and 2 pupils have received support for the cost of music lessons.
- **Support towards the costs of school trips and enhancement activities.** (please see above)
- **Further develop the use of Pupil Tracker to monitor and track attainment and progress of PP pupils.** The school SENCO has been allocated time to track pupil attainment and progress using SPTO as well as extending the use of the BOXALL profile for pupil with SEMH difficulties.
- **Extended the use of Pupil Tracker as a diagnostic tool on a termly basis to help analyse effectiveness of intervention and provision funded through the Pupil Premium Grant.** (please see above)

2015-2016 Attainment and Progress

ATTAINMENT (YR-Y6)	End of 2014-2015	End of 2015-2016
	% of PP Pupils At or Above age related levels	% of PP Pupils At or Above age related levels
Reading	71%	78%
Writing	60%	70%
Maths	71%	70%

Reading

Progress for reading	2 or 3 tracking points progress (Expected progress)	4 tracking points progress (Exceeded progress)	5 or more tracking points progress (Accelerated progress)
% of pupils making progress (YR-Y6)	48%	22%	30%

Writing

Progress for reading	2 or 3 tracking points progress (Expected progress)	4 tracking points progress (Exceeded progress)	5 or more tracking points progress (Accelerated progress)
% of pupils making progress (YR-Y6)	37%	15%	48%

Maths

Progress for reading	2 or 3 tracking points progress (Expected progress)	4 tracking points progress (Exceeded progress)	5 or more tracking points progress (Accelerated progress)
% of pupils making progress (YR-Y6)	44%	12%	44%