

Number of pupils and premium grant received. Financial year 2015/2016		
Number of pupils	Total number of pupils on roll: 505	
Number of pupils eligible for PPG	147	
Amount of PPG received per pupil	£1,320	
Total amount received	£193,460	
Pupil Premium Grant – Allocation of funding and impact.		
Actions	Cost	
<p>1. Raise attainment and accelerate the progress made by Pupil Premium and non-Pupil Premium Children in order to reduce the gap between these groups.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • New Data tracking system purchased and implemented; including training costs. £1,300 • Termly pupil progress meetings to discuss learners' needs against progress data. £9,000 • Non-contact time allocated for teachers to work with the leadership team to scrutinise children's writing and progress in maths. This was a direct focus on PP children and strategies for moving forwards. £9,000 • Data used to provide probing questions for discussions between teachers and senior leaders. Strategies for future learning agreed in these meetings. £4,000 • Additional external support for leadership in ensuring the action plan for improvement achieves the desired outcomes £2,500 		
<p>Impact</p> <p>KS1 KS1 assessment data reflects that the percentage of pupil premium children reaching the expected standard by the end of Year 2 exceeded the National Average in Reading, Writing and Maths. Although, there is a school gap between pupil premium children and non-pupil premium children, performance of children in this group significantly outperformed that of pupils Nationally. The school gap in reading and writing is 2%; with maths having a larger gap of 15%. This identifies maths as an area for future focus for this cohort.</p> <p>KS2 KS2 School Progress data reflects that progress by Pupil Premium children in reading significantly exceeded Non-Pupil Premium within the school and exceeded the progress made by this group in the Local Authority. However, the percentage of pupil premium children reaching the expected standard at KS2 within the school was significantly lower than those who were not Pupil Premium More able children?</p>		
<p>2. Targeted support for pupils in year 6</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Year 6 taught in three smaller classes of 20, and support staff increased. Teachers 1:20, Teaching Assistants 1:10 £46,300 		

<ul style="list-style-type: none"> • Tutor employed to assess gaps in learning and deliver interventions - children identified by SENDco. Cost of external provision - tutoring • Small group and individual tuition (after school) 	<p>£4,000</p> <p>£2,500</p>
<p>Impact KS2</p> <ul style="list-style-type: none"> • Average progress for Pupil Premium Group Reading 0.9 Writing 1.5 Maths 0.9 (This exceeds the progress made by this group within the Local Authority) 	
<p>3. Continue to raise attainment in Phonics (Y1)</p>	
<p>Strategies:</p> <ul style="list-style-type: none"> • Established role of Phonics Leader – dedicated time to assess/ set targets and ensure rigor in the teaching of Phonics. • One to one phonics programmes delivered to children requiring addition support and intervention. 	<p>£15,530</p> <p>£2,500</p>
<p>Impact Year 1 Phonics</p> <p>This year 90% of children passed the Phonic Screening Test, continuing the upward trend in Phonics attainment in the school. Nationally, 81.3% of children passed the screening test. This is a strength within the school.</p> <p>There was a small school gap of 5%, indicating that non-pupil premium children perform better within school. However, Nationally the gap is 16%. Data therefore supports that Phonics teaching and interventions are value for money within the school.</p>	
<p>4. Identify pupils requiring additional support/ intervention to achieve age related expectations. Rigorously implement support to accelerate learning and progress for pupils requiring this.</p>	
<p>Strategies:</p> <p>Leadership team Quality Assurance.</p> <p>Interventions- bespoke to pupils needs and same day interventions</p> <p>Training of support staff.</p>	<p>Total cost</p> <p>£34,472</p> <p>£8,000</p>
<p>Impact</p> <p>Year 1 – 23% of this cohort are pupil premium. The attainment gap in year 1 between PP children and non-PP children remains a challenge, with a gap of 12% in reading and writing and 14% in maths. Further support will be required for this cohort as they move into year 2.</p> <p>Year 3 – 19% of this cohort are pupil premium. KS1 results for this cohort indicated that pupils in this group were not exceeding their age curriculum, when compared to non-pupil premium children.in reading, writing and maths (1/3 of pupil children attained higher levels compared to 2/3 of non-pupil children.) Less pupil children achieved</p>	

age related expectations in reading, writing and maths. Strategies implemented for this cohort improved attainment and progress for pupil premium children, specifically in maths virtually closing the school gap. In writing, end of year results reflect that there is a minimal gap, however, reading still remains a challenge with a school gap of 13.5%.

Year 4 – 24% of the cohort are pupil premium. Attainment and progress, especially in writing is strong for Pupil Premium children in this cohort. In reading and maths there is virtually no gap between the two groups, continuing the trend from the previous year.

Year 5- 47% of this cohort are pupil premium. On entry to Year 5 pupil premium children were especially disadvantaged, reflected by their attainment when compared to non-pupil premium children. Predominantly pupil premium children did not achieve the age related expectations in maths and in reading. (24% were below age related expectations.)

Writing was a particular area of concern with 38% below age related expectations. Pupil premium children were not exceeding in their curriculum. Targeting of individuals resulted in 12% of the group exceeding the age related curriculum for reading, 8% exceeding in writing and 16% exceeding in Maths. The future attainment of age related expectations, for pupil premium children is still a challenge.

5. Bespoke counselling and support for vulnerable pupils to improve attendance and develop resilience to carry on through adversity.	
Strategies <ul style="list-style-type: none"> School Pastoral Team and Learning Mentor employed to; monitor attendance Support families and individuals experiencing personal difficulties. Bereavement counselling and support. Support for children and families through ‘Early Help Assessment’ 	£22,500 £19,000 £4,000 £1,500 £6,000
Impact measured via Boxall Profile – entry and exit. Due to the sensitive nature of this information, specific impact cannot be reported. School attendance data: PP Attendance: 94.1% Non PP Attendance: 95.5%	
6. Support families and children to access the school residential visit.	
<ul style="list-style-type: none"> Pupil Premium Children allocated a subsidy for PGL Residential Visit. 	£1,500
Impact will be reflected in individual children’s interpersonal skills and development of resilience to solve problems as an individual and as a member of a team. End of year reports reflected impact on learning attitudes.	
Total expenditure	£193,600