



Pupil Premium report – Academic year 2016 to 2017

FUTURE PROVISION

Allocation for 2017 to 2018: £17,660

Intended expenditure:

The pupil premium action plan for 2017 to 2018 details intended expenditure. Focus areas will be:

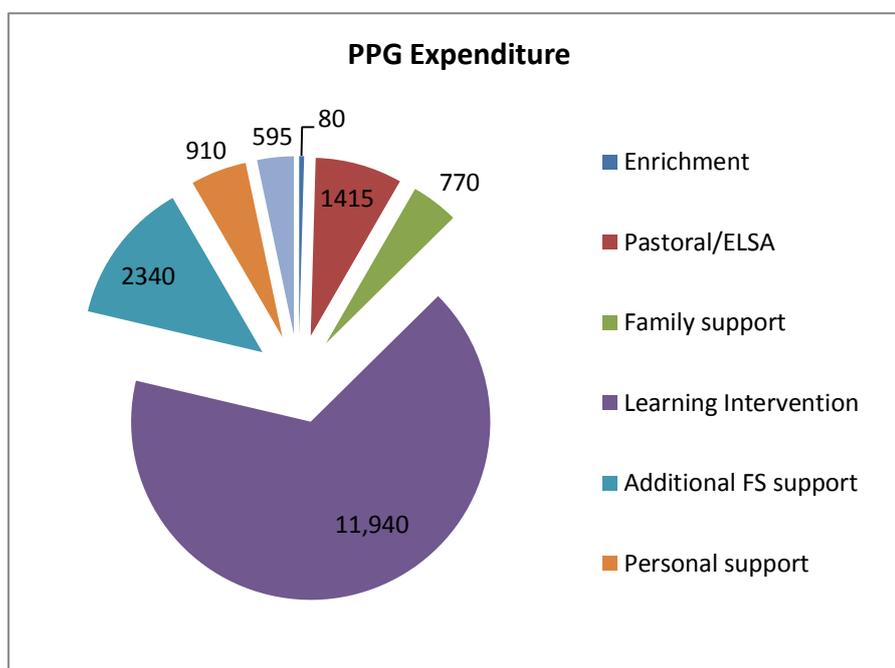
- *Extend access to enrichment and extra- curricular opportunities for able children
- *Provision of Keep Up / Catch up: focus - KS2.
- *Additional TA support for FS to continue to improve quality of interactions to facilitate all children accessing irresistible learning opportunities
- *Subsidy of Breakfast and After School Clubs places where financial difficulty might preclude attendance
- *Provision of pastoral care and ELSA support; focus on children joining the school or with complex needs
- *Improve attendance in Year 2, 3 and 4: lead KS2 leader

EVALUATION OF ACADEMIC YEAR 2016 to 2017

Income for 2016 to 2017: £17,660

Expenditure for the academic year 2016 to 2017:

*Learning intervention	£11,940
*Additional FS support	£ 2,340
*Pastoral and ELSA support	£ 1,415
*Personal / medical needs	£ 910
*Family support	£ 770
*Breakfast/ After School Club	£ 595
*Enrichment	£ 80



Impact on learning and well-being of pupils for whom the funding was intended.

23 children were in receipt of PPG.

Support	Nature of Support	Impact
Learning Interventions	<p>A range of small group and individual interventions took place across KS1 and KS2.</p> <p>Year 1: TA time allocated to phonics teaching to allow ability teaching Keep Up, Catch Up interventions.</p> <p>Year 2, 3 and 4: additional TA time allowed for swift intervention, closely targeted to need.</p>	<p>Across school, strategies which had notable impact were precision teaching and “Toe by Toe.” A skilled teaching assistant oversaw this which impacted positively on children’s learning and improved staff confidence.</p> <p>Year 1: All PPG children met the expected standard. PPG children judged as exceeding at the end of FS were working at Greater Depth at the end of Y1. Of children who were working at the expected standard at the end of Foundation Stage, 2 of the three have either met or have to the potential to meet the Greater Depth standard at the end of Year Two.</p> <p>Year 2: PPG children judged as exceeding at the end of FS were working at Greater Depth at the end of Y2. Of 3 children who were working at the expected standard at the end of FS, one has met GDS in Reading and Writing and is on track to do so in maths by the end of Y4. Another had test scores in the GDS range but Teacher assessment was EXS; this child will meet GDS by the end of Year 4. One lower attaining (emerging) child was on track for the Expected Standard but a lengthy absence during the Spring term impacted negatively on learning.</p> <p>Year 3: PPG children judged as Greater Depth at the end of Y2 maintained this standard. Two children working at the expected standard at the end of Y2 were still working at this standard at the end of Y3. Accelerated progress for two of the four remaining children is evident; benchmarked (GL) assessment test scores were high with a KS 2 indicator of potential GDS. Two children with a complex range of needs showed improved attitudes to learning, good progress within the WTS range and, in one case, vastly improved attendance.</p> <p>Year 4: One child was in receipt of PPG; typical progress was made despite notable challenges. In areas of specific need, targeted intervention led to accelerated progress.</p>

Pastoral Support / ELSA for children	<p>The Pastoral Support Worker provides support for both families and children. (Whole school).</p> <p>An additional ELSA was trained and time allocated to provide further support for social and emotional issues (KS1 and KS2)</p>	<p>PP children have a positive view of their learning and show very good attitudes to learning. Parental feedback indicates that specific support has helped their child. Audits show that Pastoral Support Services are highly valued by parents.</p> <p>50% of families whose children were in receipt of PP benefited from support in response to a range of complex issues. This contributed to good engagement of parents with school.</p>
Additional FS Teaching Assistant.	<p>The school is committed to ensuring all learning opportunities are of the highest quality possible. Investment was made in TA time to enhance CIL, particularly in the outdoor classroom, with a focus on opportunities for reading and mathematics. The additional support also allowed precise focus on specific needs to maximise learning.</p>	<p>All children accessed the full range of learning opportunities. Girls made greater use of the outdoor area and there was an excellent range of activities at all times which were more closely tailored to specific interests and needs. Additional TA time enhanced the gathering of evidence in CIL.</p> <p>Four children were in receipt of PPG. The vast majority made at least typical progress in the prime areas. Progress in reading and mathematics was particularly strong with 3 /4 children making good progress showing the positive impact of actions to improve engagement with reading and mathematics in CIL. A Good Level of Development (GLD) was achieved by most PPG children.</p>
Meeting medical / Personal needs	<p>Teaching assistant allocated to meet specific needs (additional to normal hours) for personalised programmes of support</p>	<p>Children's specific needs were fully met. Where these needs lead to time out of class precision teaching and Keep Up, Catch Up worked was put in place with a positive impact on attitude and outcomes.</p>
Family Support	<p>The Pastoral Support Worker provides support for both families and children. (Whole school).</p>	<p>New approaches to monitoring attendance and promoting good attendance with families at risk of poor attendance have been implemented. These will be embedded and enhanced in order to have full impact.</p>
Subsidy for Breakfast and After School Club	<p>Attendance at breakfast or after school club can be of benefit to ensure that children are ready for learning</p>	<p>Two children benefitted in this way. One child was able to enter school ready to learn while the other was able to trial enrichment activities with a place maintained at ASC.</p>
Enrichment	<p>Visits were funded by the school where appropriate.</p>	<p>All children have had the opportunity to participate in all aspects of the curriculum, including residential visits.</p>

