



Pupil Premium report – Academic year 2015 to 2016

Allocation for 2016 to 2017: £17,160

Intended expenditure:

The pupil premium action plan for 2016 to 2017 details intended expenditure. Focus areas will be:

- *Provision of pastoral care and ELSA support; focus on children joining the school or with complex needs
- * Use of funding to further extend opportunities for children in receipt of PPG who are high attainers
- *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
- *Subsidy for cost of enrichment activities

Income for 2015 to 2016: £12,660

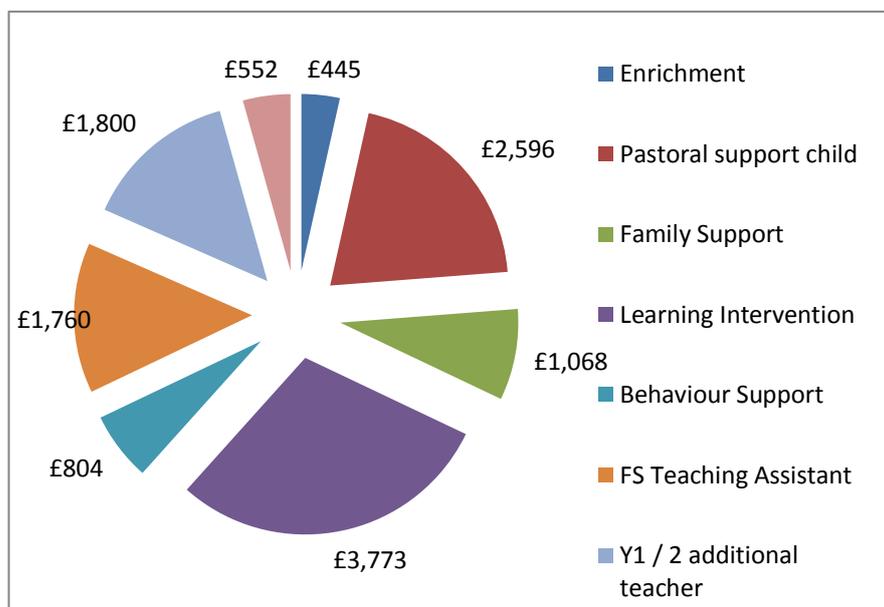
Expenditure for the academic year 2015 to 2016:

- *Subsidy for cost of enrichment activities
- *Provision of pastoral care and ELSA support for children
- *Provision of family support
- *Specific Learning Interventions
- *Additional TA support for FS to facilitate Child Initiated Learning, particularly in the outdoor area and to provide support for social and emotional needs,
- *Additional teacher time in KS1 (Initially planned for Y2 but also used in Y1 in response to identified need)
- *Subsidy of Breakfast and After School Clubs places where financial difficulty might preclude attendance

Summary of Expenditure

2015 to 2016

Enrichment	£445
Pastoral support children	£2,596
Family Support	£1,068
Learning Intervention	£3,773
Behaviour Support	£804
FS Teaching Assistant	£1,760
Y1 / 2 additional teacher	£1,800
Other(BC ASC therapy)	£552
Total	£12798



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

Support	Nature of Support	Impact
Enrichment	Visits were funded by the school where appropriate.	All children have had the opportunity to participate in all aspects of the curriculum, including residential visits.
Pastoral Support / ELSA for children Family Support	The Pastoral Support Worker provides support for both families and children. (Whole school). An additional ELSA was trained and time allocated to provide further support for social and emotional issues (KS1 and KS2)	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. Audit (Oct 16) show that Pastoral Support Services are highly valued by parents. 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 and also had a positive impact on attendance.
Additional FS Teaching Assistant.	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. This allowed precise focus on specific needs to maximise learning.	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. Five children were in receipt of PPG. All made at least typical progress and achieved the Good Level of Development. Two exceeded the ELG in reading, writing and maths. Of the four children who were in receipt of Early Years Pupil Premium but were not eligible for funding upon joining school, two did not achieve the GLD although they made at least typical progress. This is an area of priority for the forthcoming year.
Additional teacher time for Year 1 and 2 Learning Interventions for Y1 / 2	Additional teacher time for KS1 Phonics A range of small group and individual interventions took place across KS1 and KS2.	Phonics 97% Y1 and 11/12 Y2 retake children met the expected standard. This included all PPG children. (Top 8% of schools nationally). Y1 – 75% of PPG children (3/4) met or exceeded the expected standard in core subjects. All made at least typical progress in literacy and 75% made at least typical progress in mathematics. Y2 – There was greater variation in attainment with 5/8 meeting or exceeding the expected standard in reading and 4/8 in writing and mathematics. Where PPG children did not meet the expected standard in core subjects there were a range of factors which impacted on their learning, including joining the school at a time other than FS. Only 1 PPG child made less than typical progress in reading and maths; although the expected standard

		<p>was met the target was GDS.</p> <p>Y3 – All children achieved at least the expected standard in all core subjects.</p> <p>Y4 – Of the 3 children 2 made typical progress and achieved beyond year group expectations.</p> <p>As in KS1, progress is not yet accelerated for children PPG children in KS2 with a wide range of needs.</p> <p>The school has identified the need to introduce strategies to enhance the learning of children with a complex range of needs to ensure that they “Keep Up / Catch Up.”</p>
Behaviour Support	Some children require additional support and specific approaches to enable them to access learning	<p>Where children had initially required Individual Behaviour Plans these became unnecessary as the year progressed as the children were able to respond to class behaviour management strategies.</p> <p>Poor behaviour did not disrupt learning for the children in question or for their peers.</p>
Subsidy for Breakfast and After School Club	Attendance at breakfast or after school club can be of benefit to ensure that children are ready for learning	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.