

## Pupil Premium spending and impact 2016 – 2017



In 2016 – 2017 financial year, the school received £86,560 pupil premium allocation. The overarching objectives for the use of pupil premium spending in 2016 – 2017 are to:

- To ensure class teachers understand and carry out their responsibilities to Pupil Premium Children
- To ensure that the Pupil Premium Champion is fully aware of the provision and progress made by Pupil Premium Children
- To provide short term additional focussed teaching to fill gaps in learning
- To ensure that the link between home and school is strong and a learning partnership between home and school is sustained

What will success look like?

- An increase of the percentage of disadvantaged children on track to achieve age related expectations in reading, writing and maths.
- Diminish any in-school differences in attainment between disadvantaged children and non-disadvantaged children.
- All disadvantaged children make at least expected progress and that a greater proportion make better than expected than progress in reading, writing and maths.

Year Group	3	4	5	6
Number of children	52	58	52	57
Boys	29 (56% of year group)	29 (50% of year group)	27 (52% of year group)	28 (50% of year group)
Girls	23 (44% of year group)	29 (50% of year group)	25 (48% of year group)	29 (51% of year group)
Pupil premium	16 (31% of year group)	26 (45% of year group)	23 (44% of year group)	23 (40% of year group)
Pupil Premium with SEN	2 (4%)	8 (14%)	3 (6%)	6 (11%)
Higher attaining on entry to the key stage	Reading 20 (37%) Writing 11 (20%) Maths 14 (26%)	Reading 19 (32%) Writing 6 (10%) Maths 11 (18%)	Reading 19 (37%) Writing 10 (19%) Maths 13 (25%)	Reading 14 (25%) Writing 10 (18%) Maths 11 (20%)
EAL	2 (4% of year group)	2 (4% of year group)	2 (4% of year group)	3 (5% of year group)
Service	11 (21% of year group)	11 (19% of year group)	5 (10% of year group)	14 (25% of year group)

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Strategies	Amount allocated to the intervention as a percentage	Objectives	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve?
Leading and monitoring				
Attainment				
Pastoral				
<p>1. Employment of a member of the senior leadership team to take the strategic lead for pupil premium children, including monitoring of pupil progress</p>	10%	<p>To ensure that the progress of disadvantaged children is tracked rigorously and that interventions are planned and evaluated to ensure maximum impact on pupil outcomes.</p> <p>To support the Headteacher and governors in planning and monitoring the impact of the pupil premium fund.</p>	<p>End of milestone data outcomes analysed.</p> <p>Termly PP reports to Headteacher and Governors</p> <p>Termly meeting with governor linked to PP.</p> <p>Gaps will diminish between disadvantage children and non-disadvantage children.</p>	<p>End of milestone reports for autumn and spring and summer.</p> <p>High profile of PP across the school – greater teacher awareness of FSM/service.</p> <p>Tracking documents report current gap between PP and non PP, PP children who are not currently ARE and children who are on track based on KS1 data. Strengths and next steps are documented.</p> <p>Termly pupil premium progress meetings where children's' needs are discussed and are prioritised for interventions where necessary. Based on this assessment, co-ordinating additional interventions with members of staff.</p> <p>Making recommendations at senior leadership level and working alongside other members of the leadership team in a shared approach to support the improvement of teaching and learning in general and that of vulnerable pupils.</p>
<p>2. To pay for core subject leaders teachers to be released in the afternoons</p>	8%	<p>To continue monitoring school improvement objectives linked to PP in Maths and English in order to PP children catch up with age-related expectations.</p>	<p>End of milestone data outcomes analysed.</p> <p>Fortnightly monitoring to identify progress over time.</p> <p>Action plan will be amended accordingly.</p>	<p>End of milestone report for Literacy, reading and mathematics. Attainment of PP children is reported and discussed with the senior leadership team.</p> <p>Action plans have been amended to provide an opportunity to co-ordinate additional intervention with members of staff. Teaching and learning policies have been updated. Subject leaders provided INSET to improve quality first teaching.</p> <p>Reading – There is an upward trend of the number of children who are on track with the majority of year groups diminishing the gap.</p> <p>Literacy - In the upper school there is a positive trend of the number of children who are on track although in lower junior there is work to be done to ensure gaps are closed. There is a need to raise attainment for all children within the school.</p>

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				<p>Maths - There is a positive upward trend of the number children who are on track with the majority of year groups stabilising the gap between pupil premium and non-pupil premium children.</p>
3. Continued employment of HLTA in order to restructure the groupings	10%	To provide higher levels of support to PP pupils who are currently working below ARE in English and Maths	<p>End of milestone data outcomes analysed.</p> <p>Book and planning to monitored to identify progress over time.</p>	<p>HTLA teacher provides an opportunity for class teacher to focus on small groups of PP children.</p> <p>Maths - There is a positive upward trend of the number children who are on track with the majority of year groups stabilising the gap between pupil premium and non-pupil premium children.</p> <p>Literacy - In the upper school there is a positive trend of the number of children who are on track</p>
4. Continue to improve the quality of teaching and learning	16%	To provide support for all teaching staff through training, coaching and mentoring.	<p>Percentage of disadvantaged children who are on track to achieve ARE and above age related expectation in reading, writing and maths.</p> <p>Gaps will diminish between disadvantage children and non-disadvantage children.</p> <p>Data summary each phase will analyse PP gap</p>	<p>Quality of teaching profile triangulated score has improved thorough out the year. Subject leaders provided INSET based on outcomes of milestone domain analysis. Coaching and mentoring has improved quality first teaching. PP non negotiables for teaching and learning is in place.</p>
5. Online educational mathematical programme.	1%	To engage children with an exciting stimulus which can be accessed at home in order to raise attainment for children who are currently below ARE in maths.		<p>Children are actively engaged. SUMDOG's diagnostic tool to current level summary reports all children have improved.</p> <p>Children participate in termly competitions. An opportunity for children to access SUMDOG during the school day for those who do not have access to a device at home.</p>
6. Continued employment of an additional teacher	10%	To deliver parallel lessons to increase the percentage of disadvantaged children on track to achieve ARE in writing and reading.		<p>End of milestone 2 data</p> <p>Literacy</p> <p>Teacher led intervention in Year 5 - 2/9 PP moved from N to ARE and sustained from M1 to M2. Teacher led intervention in Year 6 – 4/7 PP moved from N to ARE and sustained from M1 to M2</p> <p>Mathematics</p> <p>Year 4 intervention 4/9 N to ARE – sustained from M1 to M2. Year 5 intervention 3/8 N to ARE – sustained from M1 to M2</p>
7. Additional learning support assistant hours	10%	To provide highly targeted phonics and spelling teaching for year 3 children and those in need of intervention in years 4, 5 and 6 in order to increase the percentage of disadvantaged children on track to achieve ARE in writing, reading and maths.	<p>SENCO to monitor interventions and measure impact.</p> <p>Provision for SEND pupils will meet their learning, emotional and behavioural needs</p>	<p>Year 3 and 4 PP/SEN children have made rapid progress in reading (reading and comprehension age) and spelling age.</p> <p>Year 5 and 6. One child has made significant progress and is no longer on SEN register.</p> <p>PP/SEN children have made rapid progress in reading (reading/comprehension age +18 months ) and spelling age.</p>

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<p>8. Continued employment of an Emotional Literacy Support Assistant (ELSA)</p>	<p>8%</p>	<p>To ensure that children's social and emotional needs are fully met and that children are 'ready to learn'.</p>	<p>The identified need will be measured at the start and end of an intervention and progress will be measured. Pupils will have a more positive outcome towards learning. Pupils will achieve end of year expectations</p>	<p>Year 3 and 4 PP/SEN children have made rapid progress in reading (reading and comprehension age) and spelling age. Year 5 and 6. One child has made significant progress and is no longer on SEN register.</p> <p>PP/SEN children have made rapid progress in reading (reading/comprehension age +18 months ) and spelling age.</p> <p>ELSA had regular meetings with children and discussed issues regarding: feeling safe, anxiety, learning behaviours and friendships.</p>																												
<p>9. To fund nurture provisions offered in the nurture room every afternoon.</p>	<p>5%</p>	<p>To support specific pupils who have emotional / social needs or who are experiencing temporary difficulties or trauma.</p>	<p>Provision for pupils will meet their learning, emotional and behavioural needs</p>	<p>Feedback from children                      I feel more relaxed and safer. I can do my work                      I am now better at not getting cross.                      It makes me feel calmer because there are less children and Mrs D is there.                      We do good stuff and I do good things to get star fish. I am better at preparing snack and laying the table. It makes me feel awesome. It helps me with my problems and it makes me feel safe.                      it calms me down . . I feel happy and I like Nurture group so much.                      My handwriting has got better and I can think better. It makes me feel happy and I like to play.                      It makes me feel better about my mum and Dad separating. I am better at talking in front of people. It makes me happy and I think it is good fun.                      It helps me to stay calm and not get angry. I feel happy and the activities help me to learn more about what to do.                      Feedback from parents:                      All parents who responded felt that the children really came into school happily and felt that there was an improvement in their child's attitude and behaviour.</p>																												
<p>10. Allocation of a development fund to subsidise trips and extra-curricular activities.</p>	<p>1%</p>	<p>To ensure that all children are able to attend day trips and take part in extra-curricular activities</p>	<p>Record of children participating in extra – curricular activities and trips. Pupil surveys and works outcomes used to measure impact.</p>	<p>Pupil premium children were subsidised to allow them attend school trips or participate in extracurricular activities.</p>																												
<p>11. To fund the home-school link worker.</p>	<p>20%</p>	<p>To ensure that the attendance and punctuality of disadvantaged pupils is at least as good as non-disadvantaged pupils, if not better.</p> <p>To provide support for the parents and</p>	<p>Termly attendance and behaviour reports for disadvantage children.</p> <p>Emotional barriers to</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Group</th> <th>Attendance of vulnerable groups</th> <th>Authorised</th> <th>Unauthorised</th> <th>Attendance of whole school</th> </tr> </thead> <tbody> <tr> <td>2015 – 2016</td> <td rowspan="2">FSM</td> <td>90.92</td> <td>6.65</td> <td>2.41</td> <td>94.1</td> </tr> <tr> <td>2016 - June</td> <td>91.06</td> <td>7.76</td> <td>0.38</td> <td>95.48</td> </tr> <tr> <td>2015 – 2016</td> <td rowspan="2">PP</td> <td>94.10</td> <td>4.82</td> <td>1.08</td> <td>94.1</td> </tr> <tr> <td>2016 – June</td> <td>93.58</td> <td>2.76</td> <td>0.48</td> <td>95.48</td> </tr> </tbody> </table>		Group	Attendance of vulnerable groups	Authorised	Unauthorised	Attendance of whole school	2015 – 2016	FSM	90.92	6.65	2.41	94.1	2016 - June	91.06	7.76	0.38	95.48	2015 – 2016	PP	94.10	4.82	1.08	94.1	2016 – June	93.58	2.76	0.48	95.48
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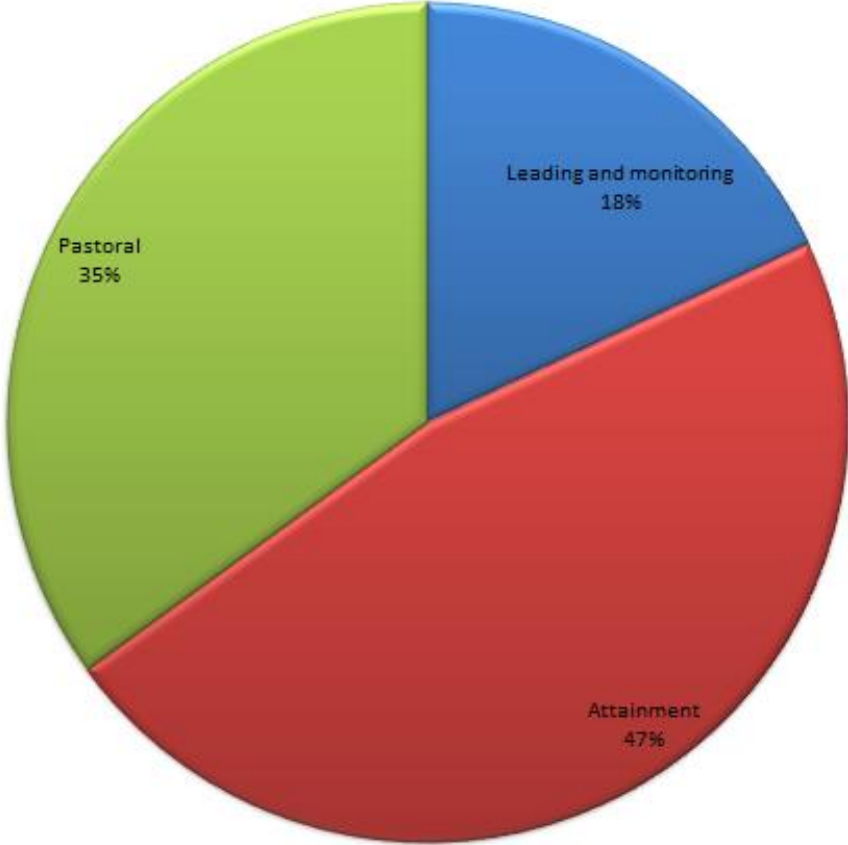
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		families of disadvantaged pupils, and to signpost to external agencies based on individual needs.	learning are removed. Pupils demonstrate good outcomes in their learning.	
12. To fund the HMS Phoenix Forces Club.	1%	To support service children on entry and when parents are deployed.	Emotional independence . Positive attitudes towards to learning. To be measured through questionnaire s/surveys.	Attendance throughout the year went from 33% to 80%.



**Pupil premium funding allocation 2016 - 2017**





**Pupil Premium Funding by strategy 2016 - 2017**

