



## Analysis of Pupil Premium Expenditure Financial Year 2016/17

The Pupil Premium was introduced in April 2011. Funding was allocated for children from low income families, who are eligible for free school meals, looked after children and those families with parents in the Armed Forces. The aim is to raise achievement and improve outcomes for pupils.

### Our objectives:

- To raise the attainment and progress of pupil at risk of underachieving in reading, writing and maths
- To raise social and emotional well-being of pupils at risk of underachieving in reading, writing and maths
- To raise the attainment and progress of more able pupils at risk of underachieving in reading, writing and maths

### Funding 2016/17

Allocation 2016/17	£35640.00
Spent	£35640.00
Balance remaining to carry forward	£0

Pupil Premium used for	Amount	Summary of intervention or action, including details of year groups and pupils involved	Intended outcomes	Monitoring	IMPACT
Residential Trip	£312	Year 6 inclusion of Pupil Premium Children	Children's self-esteem and social integration is enhanced	Feedback from parents	<i>Ensured disadvantaged children took full part in school life.</i>
HLTA / Teaching Assistant Intervention Support  Istclass@number maths intervention years 1 / 2  Spelling and handwriting	£24728	To train and employ Teaching Assistants to deliver targeted support for all year groups	Extra support for children across the curriculum to raise attainment in reading, writing and maths	Teacher, SENDCo, Deputy headteacher, headteacher	<i>Year One PP children 7.5 percentile (mean average) increase since September 16. Whole Class 8.8 percentile increase over the two terms.  Year Two PP children 62 percentile (mean average) increase since March 2016. Whole Year group 17.82 percentile (mean average) increase.</i>

<p>Fresh Start Reading intervention Yr 5 / 6</p> <p>Small group intervention teacher – one day a week</p>	<p>£3500</p>	<p>Targeted support for year 5 and 6</p>	<p>To close the gaps in reading and maths to ensure their understanding is embedded and that the children are working at the expected standard. To extend the more able children so they are working at a greater depth.</p>	<p>Teacher, Deputy headteacher, headteacher</p>	<p><i>Year 3 <b>maths</b> percentile (mean average) whole class 15.3. PP children percentile (mean average) 6. <b>Reading</b> whole class 10.6 percentile increase and PP children 16 percentile increase (mean average)</i></p> <p><i>Year 4 <b>maths</b> percentile (mean average) whole class 12.5. PP children percentile (mean average) 10.7 <b>Reading</b> whole class -2 percentile increase and PP children 16 percentile increase (mean average)</i></p> <p><i>Year 5 <b>maths</b> percentile (mean average) whole class 15.1. PP children percentile (mean average) 18.6 <b>Reading</b> whole class 11 percentile increase and PP children 11.8 percentile increase (mean average)</i></p> <p><i>Year Six PP children made mean average of 22.6 percentile increase from March 16 to March 17 in reading</i></p> <p><i>Year Six PP children made mean average of 20.3 percentile increase from March 16 to March 17 in maths (one child scored top percentile in both tests)</i></p> <p><i>Year Five PP children made mean average of 11.8 percentile increase from March 16 to March 17 in reading</i></p> <p><i>Year Five PP children made mean average of 18.6 percentile increase from March 16 to March 17 in maths</i></p>
<p>Your Space Play Therapy</p>	<p>£2400</p>	<p>Specialist Therapist for children across key stage 2</p>	<p>Children’s self-esteem and social integration is enhanced</p>	<p>Headteacher, SENDCo</p>	<p><i>Two children supported through Play Therapy. Huge impact on behavioural issues, which have drastically reduced and improvement in participating in the whole</i></p>

			Address barriers to learning to enable pupils to make expected or greater progress		<i>curriculum. 2015/16 no trips attended – 2016 / 17 all bar trips attended including London trip.</i>
School Uniform	£200	To supply children with book bags, jumpers etc.	Ensure children are fully equipped for the school day	SENDCo, head teacher	<i>Self-esteem of the children and ensure they are fully included.</i>
Year 6 small group tuition – one afternoon per week	£3000	Year 6 additional support to meet the Interim assessment framework – ‘working at the expected level’	Accelerated Progress and raise attainment in reading and writing	Key Stage 2 leader / head teacher	<i>Children’s sentence structure, grammatical awareness and creativity has improved and this can be seen by the quality of the work the children are producing. Overall class March 2016 seven children on track to reach ARE – March 2017 ten children on track to meet ARE, with one child exceeding. Reading – mean average of 24 percentile points increase over the year for whole class. PP children mean average 23.7 based on percentile scores.</i>
Clubs and School Trips	£600	To help assist parents who may difficulty funding these activities / inclusion	All children to participate in educational visits	Business Manager	<i>Self-esteem of the children and ensure they are fully included.</i>
Staff CPD  ○ Working Memory training  ○ Dyscalculia	£400	To gain a further understanding of how to improve the memory of our children  To help identify children with dyscalculia and how to support him	To give teachers and teaching assistants further skills and resources to assist the children develop their memory  To help identify children with dyscalculia and how to support him	SENDCo	<i>All teaching assistants and teachers are more aware of the difficulties some children have. In addition it has also highlighted why some children have difficulty recalling / remembering number facts and this in turn has helped develop the way we approach the teaching of learning of maths to certain children.</i>
Reading Intervention – books, training, for year 2 and 5	£500	Targeted reading to close the gap – to reinvigorate children’s enthusiasm to read	To close the gaps in reading and ensure children reach their full	English subject-leader & head teacher	<i>See data above</i>

			potential and at least make working at the expected standard for their age		
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