

### **Impact of Pupil Premium – 2015/16**

In 2015/16, we received £30,663.70 of Pupil Premium, which was mainly used to pay for additional Teaching Assistant time so that we could support targeted individual pupils and run targeted support groups for children who were eligible for Pupil Premium who had been identified as being at risk of not making at least expected progress in Maths, Reading or Writing. This included children who were entitled to FSM (Ever 6), were in the “Looked After System” or had been adopted and had previously been in the “Looked After System.” We also provided access to Outside Agencies, where necessary, and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc. Some pupils also received laptops and software to support their learning outside School and funding was also used to pay for their attendance at after school clubs and activities and for educational visits.

We also used the funding to appoint a specialist Teaching Assistant to take responsibility for ensuring that children who were eligible for Pupil Premium were receiving their entitlement, either in the form of support or additional resources. She also provided advice and support to the Teaching Assistants who were delivering the support and interventions and helped to analyse the assessment information in order to monitor the progress of the eligible children on a termly basis.

In some cases, we found that other children have also benefitted from the support groups that we have provided.

#### **Pupils who were eligible for Pupil Premium by Year Group – 2015/16**

Year R – 1

Year 1 – 3

Year 2 – 7

Year 3 – 3

Year 4 – 1

#### **Pupils who were eligible for Pupil Premium by Category – 2015/16**

LAC – 2

FSM (Ever 6) - 3

Adopted from Care – 9

Special Guardianship Order from Care - 1

#### **Examples of Support / Interventions provided**

Movement group	Social skills group	Behaviour chart
Lunchtime structured games	Maths group	Listening Group
Additional TA support	Handwriting group	Writing Group
Speech group	Individual reading	Fine motor activities
Phonics group	Movement group	Memory group
Precision Teaching	Support in class	Sentence work
Speech and Language Group	1:1 or 1:2 support	Rapid Reading
Rapid Maths	Rapid Writing	

The impact that each support / intervention group has had on pupil progress is also measured separately (See SEN / Groups Assessment folder).

### **Impact in terms of Achievement (Progress)**

Of the 15 pupils in the whole School who were eligible for Pupil Premium funding, a high % made at least expected progress in Reading, Writing and Maths.

Reading (11 pupils – 73.3%); Writing (12 pupils – 80%); Maths (11 pupils – 73.3%)

Only 3 pupils in Writing and 4 pupils in Reading and Maths (all of whom were in Year 2) did not make expected progress:

Writing – 3 – Of these, one has significant SEN and one achieved 2S+ and so was focusing on mastery rather than on working in the next band (year group).

Reading – 4 – Of these, one has significant SEN and two achieved 2S+ and so were focusing on mastery rather than on working in the next band (year group).

Maths – 4 – Of these, one has significant SEN and one achieved 2S+ and so was focusing on mastery rather than on working in the next band (year group).

As we strive to close the gap between the performance of our Pupil Premium pupils and other pupils, a reasonable percentage made better than expected progress in Reading, Writing and Maths:

Reading (5 pupils – 33.3%); Writing (5 pupils – 33.3%); Maths (4 pupils – 26.7%).

We will continue to try to raise the % of pupils who are eligible for Pupil Premium who make at least expected progress and better than expected progress.

### **Attainment**

By the end of the year, of the 15 pupils in the School who were eligible for Pupil Premium funding, a very high % was working at least at ARE in Reading and Maths and a high % was working at least at ARE in Writing.

Reading (14 pupils – 93.3%); Writing (13 pupils – 86.7%); Maths (14 pupils – 93.3%)

Only 1 pupil in Reading and Maths and 2 pupils in Writing were working below ARE. In each of these areas, one pupil had significant SEN.

A very high % also ended the year working above ARE in all 3 core areas:

Reading (8 pupils – 53.3%); Writing (6 pupils – 40%); Maths (8 pupils – 53.3%).

### **Year R**

#### **Achievement (Progress) and Attainment**

One pupil in Year R was eligible for Pupil Premium funding. He entered the School at a level of development that was above typical and ended Year R with exceeding judgements in Reading, Writing and Maths. Thus, he could only make expected progress, statistically, but ended the year working above ARE in all 3 core areas.

## Performance of pupils eligible for Pupil Premium compared with that of Other pupils from their starting points

Year Group	% PP children making at least expected progress from starting point			% PP children making better than expected progress from starting point			% other pupils making at least expected progress from starting points			% other pupils making better than expected progress from starting points		
	R	W	M	R	W	M	R	W	M	R	W	M
R (1 pupil)	100	100	100	0*	0*	0*	100	92	86	34	36	10
1 (3 pupils)	100	100	100	67	67	67	95	89	88	25	28	18
2 (7 pupils)	43	57	43	29	0	14	69	69	57	18	8	6
3 (3 pupils)	100	100	100	0	0	0	95	98	77	7	7	5
4 (1 pupil)	100	100	100	100	100	100	97	86	98	45	33	76

\* Not possible as he entered Year R above a typical level of development

This table compares the performance of pupils eligible for Pupil Premium with that of other pupils in our School from their starting points.

It shows us that other than a small number of pupils in Year 2, all pupils who were eligible for Pupil Premium made at least expected progress in Reading, Writing and Maths.

A reasonable % also made better than expected progress. However, we will continue to strive to raise the % of pupils who are eligible for Pupil Premium who make at least expected and better than expected progress (particularly in Year 3).

When the reasons for the lower % of children who made expected progress in Year 2 are taken into account, this table shows that the performance of pupils who are eligible for Pupil Premium at least matches that of other pupils in the School and is often better.

### **Areas for Development**

To continue to try to raise the % of pupils, who are eligible for Pupil Premium, who make at least expected progress and better than expected progress in Reading, Writing and Maths.

To raise the % of pupils who make better than expected progress in Reading, Writing and Maths in next year's Year 3.

### **Pupil Premium - 2016/17**

In 2016/17, we expect to receive £22,140 in Pupil Premium. We propose to use the Pupil Premium funding to pay for additional Teaching Assistant time so that we can continue to run the support and intervention groups, including those listed above, that have been so effective in 2015/16. This support will be used to try to accelerate the progress of pupils who are eligible for Pupil Premium funding, to maximise the % that make at least expected progress and better than expected progress in Maths, Reading and Writing. We will also be introducing the School Massage Programme for a group of targeted pupils.

We will also continue to use the funding to pay for our new, recently appointed, Specialist Teaching Assistant and her Assistant TA. They will be responsible for ensuring that children who are eligible for Pupil Premium are receiving their entitlement, either in the form of support or additional resources. They will also continue to provide advice and support to other Teaching Assistants who are delivering the support and interventions and they will help to analyse the assessment information in order to monitor the progress of the eligible children on a termly basis.

We will also provide access to Outside Agencies, where necessary, and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc. We will also use the funding to pay for additional extra-curricular activities and educational visits for pupils who are eligible.