

### Pupil Premium (and Pupil Premium Plus) for 2015-16: Intended Allocation and Anticipated Impact

As part of the national drive to raise standards in learning, and therefore achieve more positive outcomes for ‘vulnerable pupils’, Pupil Premium Funding was released to schools by the Department for Education.

Schools are required to publish the anticipated impact of their spending at the beginning of a new academic year and then publish the actual impact of it at year end.

Below is our intended allocation and both intended *and actual impact* for 2015-16

How Pupil Premium Funding is targeted to improve outcomes for pupils?	Intended impact of targeted funding allocation	Pupil Premium Allocation	Actual Impact 2015-16
<b>Economic:</b>			
<p>To allow pupils to join the <b>residential experiences</b> organised by the school.</p> <p>To allow pupils to be involved in <b>off-site visits</b>, and other <b>out-of-school activities</b>, where a voluntary contribution is requested.</p>	<p>To promote new learning ‘beyond the classroom’.</p> <p>To provide a social and emotional learning experience.</p> <p>To both support and enhance curriculum delivery.</p> <p>To promote an engagement with learning.</p>	£7,700	<p>26 pupils were funded/partially funded to allow attendance on school residential.</p> <p>22 pupils were similarly funded/partially funded to allow attendance on Day Visits.</p>
<p>To provide a contribution towards <b>school uniform</b> for all pupil premium pupils (Y1-Y6) as well as those ‘new school starters’ in EYFS who will be pupil premium pupils by the end of Foundation Stage.</p>	<p>To ensure all identified pupils have the required uniform and therefore feel part of the school community.</p>		<p>25 pupils benefitted from this opportunity; 3 were ‘new starters’.</p>

<b>Emotional:</b>			
To provide targeted <b>Pupil Mentor</b> time for individual pupils and their families.	To promote a readiness for learning. To improve behaviour for learning. To support the emotional needs of individuals that act as barriers to learning academically, socially and emotionally.	£6,915	Timetable for Pupil Mentor built around both PP pupils and pupils and those identified from the broader school population as 'being in need'. Pupil Mentor met with parents and professional agencies in support of PP pupils. Pupil Mentor trialed a new 'Grounded Project' in Y5/6 which was successful in developing self-esteem, self-worth and emotional and social literacy; targeted at all pupils but direct impact upon identified PP pupils.
<b>Educational:</b>			
To provide targeted intervention work with a <b>higher level teaching assistant</b> (1:1 or small group)	To improve knowledge, skills and understanding. To improve confidence. To raise standards of achievement; to ensure progress is equal to non-PP pupils and to work towards narrowing existing attainment gaps where they exist.	£25,630	Detailed 'within Age Group' Provision Maps outline the Pupil Premium pupils 'at focus'. All Intervention Groups, PP or not, are tracked against group objectives and evaluation made by the Gp Leader, Class Teacher or Age Gp Leader. 'Next Steps' are identified.

			On-going focus 2015-16 on 'narrowing the gaps', e.g. the attainment gap for PP Y6 pupils narrowed between Y2 and Y5 (64% at Age Expected Y2, 80% in Y5), with 50% of the same group attaining the Age-Expected Standard at the end of Y6 under the new, and higher, Y6 expectations, only slightly below that of non-PP pupils.
To provide targeted <b>Reading intervention</b> work with a teacher (1:1 'Reading Recovery' programme)	To improve reading confidence and skills. To enhance pupil access to learning. To narrow the attainment gap between non-PP pupils and PP pupils keeping any differences in progress to a minimum.	£17,766	This provision once again led to successful outcomes for an identified PP group of pupils (as well as non-PP pupils); the average Reading Age increase being 12 months in an average of 5 months tuition. The impact of this strategy is 'high', but so is the financial cost.
To provide <b>Reading Breakfasts</b> for Y1 – Y3 pupil premium pupils	To improve progress in Reading for identified pupils. To promote a greater love and enjoyment of reading.	£2793 (+ £262 for food)	Provided for 12 pupils across Years 1 – 3. All pupils targeted were chosen based upon prior attainment. ALL pupils report ('pupil voice monitoring') 'loving their

			reading' and their Class Teachers reported 'improved enjoyment of reading'.
To provide targeted intervention to work with an <b>EAL Learning Mentor</b> (1:1 or small group)	To improve spoken and written English for identified pupil premium pupils (as well as those EAL pupils who may not be PP pupils) To enable more confident access to the curriculum. To support full integration in to pupil groups and fuller access to the curriculum.	£3,736	EAL pupil attainment remains higher than that of the non-EAL group. Trends in both attainment and attendance 'balk' the East Midlands trend (identified by OfSTED July 2016). Engagement with parents, through the EAL Mentor, supports teaching and learning with a designated focus upon 'targeted vocabulary' and 'specified homework tasks'.
To provide targeted support for <b>Pupil Premium Plus</b> pupils – those adopted from care. The use of this money is agreed through discussion with the pupils and their parents. As this group is not large (8 pupils) plans and actual impact will be reported as broad indicators and measures as to maintain privacy and confidentiality. Allocation during 2014-15 ranged from 1:1 assessments by specialist teachers through to residential experiences, sports taster days and additional 1:1 support in the classroom.		£15,200	Reading Breakfasts and Reading Recovery 1:1 have been successful parts of the school's provision (see above). Specialist PE equipment has been purchased e.g. Polybat. An external Sports Coach and promoter of inclusive sports ('Paralympic Roadshow') was engaged to work with ALL Y3 and

		<p>Y4 pupils with a further 'roll out' in 2016-17 to Y5/6. Sports LSA was allocated to support identified pupil behaviour at break and lunchtimes. Staff were released to support Disability School Games.  <i>(x-ref PE Funding Report)</i>  In-class 1:1 support has been targeted with successful outcomes - both academic and behavioural.</p>
<p><b>Total allocation approximately £79,500 for the full academic year</b></p>		<p><b>Total: £80,002</b></p>