

**PUPIL PREMIUM Academic Year Report 2016/17**

<b>Total Pupil Premium Funding</b>	Financial Year 2016/17: £39,720	Academic Year Funding: £44,537
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<b>2016/17 Rates</b>					
Deprivation - Primary	£1,320	Service Child	£300	Post LAC	£1,900

	<b>September to March</b>		<b>April to August</b>		<b>Total Academic Year Funding Allocation</b>
	<b>Number of Pupils</b>	<b>7/12 Funding</b>	<b>Number of Pupils</b>	<b>5/12 Funding</b>	
<b>Deprivation (Primary) FSM &amp; FSM Ever 6)</b>	21	£16,170	24	£13,200	£29,370
<b>Service-Children (Ever 4)</b>	2	£350	2	£250	£600
<b>Looked After Children (&amp; Post-LAC)</b>	6	£6,650	10	£7,917	£14,567
<b>Total</b>	<b>29</b>	<b>£23,170</b>	<b>36</b>	<b>£21,367</b>	<b>£44,537</b>

**Number of pupils eligible for Pupil Premium July 2017 (including those pupils not eligible when funding allocated): Disadvantaged + 2 Service**

Year Group	Cohort	FSM/Ever 6	LAC/Post-LAC	Service	Total	% Disadvantaged (+ service) of cohort	% PP also SEND (No.)
<b>FS</b>	60	2	2	-	4	7%	0% identified as yet.
<b>1</b>	59	3	3	-	6	10%	33% (2/6)
<b>2</b>	58	2	-	1	2(+1)	3% (5%)	50% (1/2) / 33% (1/3)
<b>3</b>	43	2	2	-	4	9%	75% (3/4)
<b>4</b>	55	6	1	1	7(+1)	13%	43% (3/7) / 38%(3/8)
<b>5</b>	33	3	1	-	4	12%	75% (3/4)
<b>6</b>	52	6	1	-	7	13%	71% (5/7)
<b>Totals</b>	360	24	10	2	34(+2)	9% (10%)	<b>50% (17/34) PP also SEND</b>

Year Group	Activity or intervention funded	No. of pupils	£ and Evidence of impact on progress/attainment
<b>Whole School</b>			
All / identified eligible children	<ul style="list-style-type: none"> <li>Any additional funding needed for school trips, paid for after school clubs, holiday clubs, uniform</li> <li>Additional TA to enable all targeted disadvantaged children to attend sensory circuits every day (At least 25% of total number of children who attend).</li> <li>Friday afternoon Happy Sad club session (each PP child at least once a month).</li> <li>TA to run breakfast club to enable all pupils to be ready for school learning and breakfast club food/resources.</li> <li>Deputy Headteacher Pupil Premium Champion 1 day allocation to monitor progress of PP children and impact of PP intervention, including learning mentor work.</li> <li>HLTA assessment role to complete diagnostic assessments on pupils to identify specific gaps in learning and finer measures of pupil progress.</li> <li>Cover teacher to enable Class Teacher to complete One to One tuition with individual pupils.</li> <li>Communication through Music sessions.</li> <li>Play therapy for identified eligible pupils.</li> <li>'Ollie Coaching' Behaviour Therapy.</li> </ul>	36 (38)	<ul style="list-style-type: none"> <li>Children ready to learn.</li> <li>Opportunity provided to ensure self-esteem improved.</li> <li>PP pupils able to access the curriculum alongside peers.</li> <li>Close tracking of PP pupils and diagnostic assessments used to inform planning and intervention to address identified gaps.</li> <li>1:1 Tuition more effective as usually completed by class teachers.</li> <li>All PP children able to offer feedback and reflection on learning as part of pupil voice / learning mentor activities.</li> <li>41% PP Pupils attendance <b>95%+</b></li> <li>85% PP Pupils attendance <b>90%+</b></li> </ul>

Year Group	Activity or intervention funded	No. of pupils	£ and Evidence of impact on progress/attainment
<b>Foundation Stage and Key Stage 1</b>			
FS	<ul style="list-style-type: none"> <li>• CLL Speaking, PSED Self-confidence and awareness.</li> <li>• Fine motor skills – sensory mark making, peg boards, handwriting, name writing 5 x 10 min sessions weekly</li> <li>• In class mentoring, Social stories &amp; use of Restorative approaches – ongoing daily in class work.</li> <li>• Learning mentor to work with all funded children individually</li> <li>• Physical Development</li> <li>• PSED Making relationships/Managing behaviour and feelings</li> <li>• Reading: 1:1 Reading 5 minutes daily</li> <li>• Reading: Additional phonics 10 minutes 3 x weekly</li> <li>• Social Skills Groups</li> <li>• Talking boxes as pre teaching, Small group circle games 2 x 5 mins weekly</li> <li>• Targeted Maths support in class and Maths lessons (e.g. guided group work, pre-teaching, individual support)</li> </ul>	4	<b>Outcomes for PP children Foundation Stage:</b> <ul style="list-style-type: none"> <li>▪ 4/4 pupils achieved age related expectations or above in Maths</li> <li>▪ 3/4 pupils achieved age related expectations or above in Reading</li> <li>▪ 3/4 pupils achieved age related expectations or above in Writing</li> <li>▪ <i>All of the PP children made progress from their given starting points.</i></li> </ul>
<b>Year 1/2/3</b>			
1	<ul style="list-style-type: none"> <li>• 5 minute box (maths) 4 x weekly</li> <li>• Additional TA time to work 1:1 and in groups to support pupils learning needs.</li> <li>• ERT/5 minute box (reading) and Daily reading 1:1 with an adult.</li> <li>• Literacy A-Z (TA led intervention) / Sentence Writing Intervention</li> <li>• Precision Teaching: Word recognition (TA led intervention)</li> <li>• Targeted Maths support in class and Maths lessons (e.g. guided group work, pre-teaching, individual support)</li> </ul>	6	<b>Outcomes for PP children in Year 1:</b> <ul style="list-style-type: none"> <li>▪ 5/6 pupils achieved age related expectations or above in Maths</li> <li>▪ 5/6 pupils achieved age related expectations or above in Reading</li> <li>▪ 5/6 pupils achieved age related expectations or above in Writing</li> <li>▪ 5/6 pupils achieved the required standard in the Year 1 Phonics Check</li> <li>▪ <i>It is noted that 33% (2/6) of Year 1 pupils in receipt of the PPG are also on the SEND register and had a range of complex learning and/or behaviour needs. All pupils made progress from their given starting points.</i></li> </ul>
2	<ul style="list-style-type: none"> <li>• ERT/5 minute box and Daily reading 1:1 with an adult</li> <li>• Phonics intervention – application of phonics to reading and writing</li> <li>• Precision Teaching: Word recognition</li> <li>• Sentence Writing intervention</li> <li>• TA Support for social interaction in whole class activities and in-class access to learning support and specific interventions to raise attainment, including:</li> <li>• Targeted Maths support in class and Maths lessons (e.g. guided group work, pre-teaching, individual support)</li> </ul>	2 (3)	<b>Outcomes for PP children in Year 2:</b> <ul style="list-style-type: none"> <li>▪ 0/2 pupils achieved age related expectations or above in Maths</li> <li>▪ 1/2 pupils achieved age related expectations or above in Reading</li> <li>▪ 0/2 pupils achieved age related expectations or above in Writing</li> <li>▪ <i>It is noted that 50% (1/2) of Year 2 pupils in receipt of the PPG are also on the SEND register and had a range of complex learning and/or behaviour needs. All pupils made progress from their given starting points.</i></li> </ul>

Year Group	Activity or intervention funded	No. of pupils	£ and Evidence of impact on progress/attainment
3	<ul style="list-style-type: none"> <li>Additional Guided Writing</li> <li>Additional TA time to work 1:1 and in groups to support pupils learning and behaviour needs.</li> <li>ERT/5 Minute Box/Daily Focused Reading</li> <li>Phonics intervention and Precision Teaching: Word recognition (TA led intervention)</li> <li>Social Skills (positive social interactions, turn taking and learning behaviour)</li> <li>Targeted Maths support in class and Maths lessons (e.g. guided group work, pre-teaching, individual support)</li> </ul>	4	<p><b><u>Outcomes for PP children in Year 3:</u></b></p> <ul style="list-style-type: none"> <li>2/4 pupils achieved age related expectations or above in Maths</li> <li>2/4 pupils achieved age related expectations or above in Reading</li> <li>1/4 pupils achieved age related expectations or above in Writing</li> <li><i>It is noted that 75% (3/4) of Year 3 pupils in receipt of the PPG are also on the SEND register and had a range of complex learning and/or behaviour needs. All pupils made progress from their given starting points.</i></li> </ul>
<b>Year 4/5/6</b>			
4	<ul style="list-style-type: none"> <li>Additional Guided Writing</li> <li>Additional TA time to work 1:1 and in groups to support pupils learning and behaviour needs.</li> <li>ERT/5 Minute Box/Wellington Square 1:1 Reading intervention, Weekly Focused Reading</li> <li>Hand Therapy (fine motor control to improve handwriting)</li> <li>Learning mentor in Y3/4 to work with all funded children individually</li> <li>Phonics intervention and Precision Teaching: Word recognition (TA led intervention)</li> <li>Social Skills (positive social interactions, turn taking and learning behaviour)</li> <li>Targeted Maths support in class and Maths lessons (e.g. guided group work, pre-teaching, individual support)</li> </ul>	7 (8)	<p><b><u>Outcomes for PP children in Year 4:</u></b></p> <ul style="list-style-type: none"> <li>2/7 pupils achieved age related expectations or above in Maths</li> <li>5/7 pupils achieved age related expectations or above in Reading</li> <li>3/7 pupils achieved age related expectations or above in Writing</li> <li><i>It is noted that 43% (3/7) of Year 4 pupils in receipt of the PPG are also on the SEND register and had a range of complex learning and/or behaviour needs. All pupils made progress from their given starting points.</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Anger Management work</li> <li>ERT / Precision Teaching: Word recognition (TA led intervention)</li> <li>Hand Therapy</li> <li>Learning mentor to work with children individually</li> <li>Success @ Arithmetic / Maths group intervention</li> <li>Targeted Maths support in class and Maths lessons (e.g. guided group work, pre-teaching, individual support)</li> <li>Wellington Square / Bug Club</li> </ul>	4	<p><b><u>Outcomes for PP children in Year 5:</u></b></p> <ul style="list-style-type: none"> <li>0/4 pupils achieved age related expectations or above in Maths</li> <li>0/4 pupils achieved age related expectations or above in Reading</li> <li>0/4 pupils achieved age related expectations or above in Writing</li> <li><i>It is noted that 75% (3/4) of Year 5 pupils in receipt of the PPG are also on the SEND register and had a range of complex learning and/or behaviour needs. All pupils made progress from their given starting points.</i></li> </ul>

Year Group	Activity or intervention funded	No. of pupils	£ and Evidence of impact on progress/attainment
6	<ul style="list-style-type: none"> <li>Wellington Square / Bug Club</li> <li>ERT / Precision Teaching: Word recognition, Reading Comprehension (Guided)</li> <li>Beat dyslexia / working on gaps in knowledge</li> <li>Targeted Maths support in class and Maths lessons (e.g. guided group work, pre-teaching, individual support)</li> <li>Learning mentor to work with children individually</li> <li>Individualised programme of support</li> </ul>	7	<p><b><u>Outcomes for PP children in Year 6:</u></b></p> <ul style="list-style-type: none"> <li>2/7 pupils achieved age related expectations or above in Maths</li> <li>4/7 pupils achieved age related expectations or above in Reading</li> <li>2/7 pupils achieved age related expectations or above in Writing</li> <li><i>It is noted that 71% (5/7) of Year 6 pupils in receipt of the PPG are also on the SEND register and had a range of complex learning and/or behaviour needs. All pupils made progress from their given starting points.</i></li> </ul>