

**Pupil Premium Report to Governors**

**2015-2016**

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| **Pupil Premium Context:** | |
| Total number of Pupils on roll (main school) | 85 |
| Number of pupils eligible for Pupil Premium | 24 |
| PP funding received per pupil | £1320 |
| Total PP Funding | £31, 680 |

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| **Aims and Objectives for PP spending (linked to SDP)** |
| 1. To raise standards of teaching and learning across the school in line with national expectation.  2. To ensure all pupils are making expected or higher levels of attainment.  3. To ensure the safety and well-being of all pupils across the school. |

**Summary of Spending:**

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| **Item/ Initiative** | **Cost (£)** | **Aim of spending** | **Outcomes/ Impact** |
| Intervention:  -Language support  -HLTA  -FFT  -TA support in class | 159.79  1088.45  1319.30  3065.66  **TOTAL:**  **5633.20** | -To improve English language skills for EAL learners.  -Employed to carry out interventions for pupils in groups or individually. This year’s focus was Year 6.  -To improve and boost reading and writing skills.    -All classes have TA support for literacy and numeracy and use TAs to support targeted pupils in the class. | -This has helped to close the gap for a KS2 pupil and to support her in preparation for SATs tests. She is now working in expected range for her Year group.  -Pupils made good progress from Mock SATs papers in January to April and were more confident in run up to SATs in May.  -Accelerated progress made for FFT pupils. Reading ages greatly improved and gaps were closed between them and their peers. Pupils improved in confidence too- teacher reports.  -TA feedback grids provide evidence for TA support. Support in class means that pupils do not get withdrawn and miss out on high quality teaching. Class teacher is able to oversee support and child is able to use skills in class setting. |
| Resources  IT equipment:  -Beebots  -replacement laptops  -I-pads and trolleys | **TOTAL:**  **12672.89** | This year a focus on updating IT devices has been chosen. New Beebots for all classes have been purchased –this will enable teachers to deliver the Computing curriculum.  -Some broken or outdated laptops have been replaced to ensure a working set is in each Key stage.  -New I-pads have been purchased so that more children are able to access them and use them to support their research and learning. | Beebots have been timetabled in for use on the teacher’s planning to fit into the computing unit taught. They are now stored in a central place to allow access for all.  All classes now have access to a bank of working laptops at a minimum of 1 between 2. This has helped to be able to teach the computing curriculum, engage children in topic sessions and have access to subscription paid websites such as mathletics and purple mash.  Each Key stage now has access to a bank of 10 I-pads (at least 1 between 2). Children are extremely engaged when using them and they can aid most subjects across the curriculum with the variety of APPs on them. |
| Visits/ trips  - French Teacher  -Music lessons  -Dr Mark Science Day | 3300.00  1842.24  600.22  **TOTAL:**  **5742.46** | -This year we have had a weekly French teacher in KS2 who teaches the class for 1 hour a week.  -All classes have had a weekly music lesson from a specialist teacher. The Key stage 2 lessons led up to the children performing in a big concert with lots of other schools.  -During Science week we had a visit from Dr Mark. All classes went to a Super Science show and Year 5 and 6 children had a 2 hour workshop. | -Children have been very engaged in their French lessons and have reported to their teachers that they have enjoyed the lessons. This has been a real bonus to have been taught by a native French teacher.  -The children have really enjoyed  their music lessons and have been very engaged in their learning. They have benefited from having music specialist teachers to teach them how to play an instrument. They also got to experience playing in a big concert.  -The Science day was enjoyed by staff and pupils and children were keen to join in and try out the activities when back in class. The day also included lots of teacher resources for teachers to use in future science lessons. |
| Other  -Art/ Play Therapy  -Maths Tutor  -Wellbeing programme | 1354.80  511.17  175.00  **TOTAL:**  **2040.97** | -Art and play therapy have been used to support 2 individuals who have been experiencing emotional and mental health difficulties.  -In the Spring term a Maths tutor was used to work with groups of children for 6 weeks to close the gap and recover areas with misconceptions. All PP children benefitted and worked in ability groups at whatever level they are working at to allow support but also challenge.  -Following work on the academic resilience project , low self-esteem was identified as an issue in KS2 pupils. | -The play therapy has been successful in supporting the child with family issues and behaviour at home has improved and he has been happier coming into school.  -The art therapy has been successful to some extent and progress was made during the sessions. However, the girl’s anxiety has deteriorated and further support has been sought from external mental health agencies.  -The maths tutor was successful in closing the gaps in learning for the groups she taught. However, as she only came for 6 weeks it is hard to measure impact. If this continued for a longer period, this would have had a bigger impact.  -Self-esteem has improved in lessons and children are becoming more able to take a risk in their learning. They are also more confident in their own ability. No children are reported as having low well-being or involvement, with the majority of children being reported as high wellbeing and involvement. |

**Outcomes for Pupils eligble for FSM:**

**(+pupils who have claimed FSM in the past 6 years)**

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| **Year** | **No of PP** | **Progress so far this year** | | **1 year’s progress compared to peers** |
| **1** | 2 | R=1 W=1 M=1 | |  |
| **2** | 1 | R= 3 W=0 M=3 | |  |
| **3** | 4 | R= 1.25 W= 1.25 M=1.25 | |  |
| **4** | 2 | R=1 W=1.5 M=1.5 | |  |
| **5** | 5 | R=1.6 W=2.2 M=2.2 | |  |
| **6** | 5 | R=2.4 W=2.4 M=2 | |  |
| **Exceeding progress** | | |
| **Expected progress** | | |
| **Less than expected progress** | | |

**Conclusion:**

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| Total PP Income | £31,680.00 |
| Total PP Expenditure | £26, 089. 52 |
| Total PP Carry Forward to 2016-17 | £5590.48 |

**Priorities for 2016/17:**

-1:1/ HLTA support to target pupils in Year 2 and Year 6 to get ready for SATs

-FFT intervention for pupils who have achieved below expected for reading across the school.

-Intervention groups for identified pupils for academic and wellbeing development

-Keeping up-to-date IT equipment to support pupils to access curriculum.

-Visits and trips to add Wow factors to topics and to engage pupils in their learning.

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