

**Pupil Premium Report to Governors**

**2016-2017**

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| **Pupil Premium Context:**  |
| Total number of Pupils on roll (main school) | 83 |
| Number of pupils eligible for Pupil Premium | 23 |
| PP funding received per pupil | £1,320 |
| LAC funding | £1,900 |
| Total PP Funding | £37, 850.48 |

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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:-HLTA-TA support in class | £12,990£14,724**TOTAL:** £27,714 |  -Employed to carry out interventions for pupils in groups or individually. Interventions targeted children across the school.The interventions include FFT, SATs booster, Switched On and reading boosters across the school.-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. - One to One support for a newly arrived child, who was with us for one term. | -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 Support in class means that pupils do not get withdrawn and miss out on high quality teaching.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. Child was able to settle into school life. Gaps were identified and support was put in place to help the child. |
| ResourcesIT equipment: -Replacement laptops and trolleys and software | **TOTAL:**£9,004 | This year a focus on updating IT devices has been chosen. -Some broken or outdated laptops have been replaced to ensure a working set is in each Key stage.   |  - The resources have allowed the computing curriculum to be accessed by the pupils. The children are engaged and have made good progress in this area – assessments.- iPads and laptops support SEN children with their learning. |
| Specialist teachers- French Teacher-Music lessons | £1,313£292**TOTAL:**£1,605 | French lessons used to supplement MFL teaching in school, providing opportunities for PP pupils that they might not normally have.Music lessons used to supplement music teaching in school and provide opportunities for PP pupils that they might not normally access.  | Pupils enjoyed the music lessons and KS2 performed in Sing On. Pupils have enjoyed these opportunities – feedback from the children. They have been able to work with other schools, enhancing their interactions with others. |
| Other-Visits and trips -Mad Science | £370£1,200**TOTAL:**£1,570 | Additional funding used to support staff training and CPD in order to teach PP pupils effectively. Supported parents by paying some fees for extended services.  | Teachers more confident in delivering high quality inspiring lessons. Learning walks and observations show children are more engaged in lessons. Next year- audit visits to show impact using pupil voice, attainment after visit e.g. writing scores.  |

**Outcomes for Pupils eligble for FSM:**

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

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| **Year** | **No of FSM** | **Progress in 1 year** |
| **1** | 2 | R= 2.5 W= 3 M= 3 |
| **2** | 2 | R= 3.5 W= 2.5 M= 2.5 |
| **3** | 2 | R= 2.5 W= 1.5 M= 1.5 |
| **4** | 4 | R= 2.25 W= 2 M= 1.5 |
| **5** | 3 | R= 2.6 W= 2.6 M= 2.6 |
| **6** | 5 | R= 2.2 W= 2.6 M= 2.6  |

**Conclusion:**

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| Total PP Income | £37, 850.48 |
| Total PP Expenditure | £39,265 |

**Priorities for 2016/17:**

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

- FFT (KS1) and Switched On (KS2) intervention for pupils who have achieved below expected for reading across the school.

- Intervention groups for identified pupils for academic and wellbeing development (lunchtime nurture group for vulnerable children).

- Mental health and wellbeing intervention (mindfulness).

- Analyse gaps in the ICT equipment in order to support computing.

- Visits and trips to add ‘wow’ factors to topics and to engage pupils in their learning.

- Resourcing outdoor learning opportunities.

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