

PUPIL PREMIUM GRANT EXPENDITURE REPORT AND REVIEW

2015/2016

Pupils on Roll	
Total number of pupils on roll	285
Number of PP pupils	118

Pupil Premium Grant Received 2015/2016	
Total amount received	£144,000

Pupil Nature of support 2015/2016	SDP priority
Focus on learning in the curriculum Focus on social, emotional and behaviour Focus on enrichment beyond the curriculum Focus on families/community	For PP children to further close the gap in R/W/M in Key Stage 1 and in reading, Maths writing at Key Stage 2, and with emphasis on provision/intervention for higher need children
Particular focus: To improve phonics scores for disadvantaged pupils in the Year 1 Phonics Screening Check. To narrow the achievement gap at the end of each Key Stage To tailor support and interventions so that all disadvantaged pupils make accelerated and rapid progress. <ul style="list-style-type: none"> Developing teachers' training to support effective, deep understanding of maths concepts and to secure teachers' subject knowledge and confidence. Embed the use of imagery in maths lessons to develop children's confidence and understanding. Improving spelling and phonics skills across the school. 	

Item/Project	Cost	Objective/Description of activity	Impact and evaluation
Additional teacher in Year 6 to support PP interventions in writing, maths and grammar lessons.	£ 12,600	To increase the % of pupils achieving ARE in writing, maths and SPAG.	Impact was strongest in Writing where % of pupils at ARE was close to NA. In Maths, evidence of progress over time in pupils' books and Teacher assessment judged more pupils to be ARE, but this was not supported in the test results due to pupils lack of resilience.
Additional TA in Year 6 to support focused groups	£2500	Accelerate the progress of targeted groups of pupils by increasing the adult/pupil ratio in order to increase impact of quality first teaching.	Progress shown in books and reading ages and comprehension scores show accelerated progress.
Introduction of Accelerated Reader to improve reading speed, accuracy and comprehension.	£7,500	To implement Accelerated reader in KS2. To ensure that all training sessions are delivered with 30 minutes a day reading for KS2 pupils	Pupils reading stamina and comprehension developed. Progress greatest in Yr 5/6 where AR introduced at the beginning of the year. Accelerated progress for PP pupils – 16 months in 9months. Need to embed this in second year throughout whole of KS2. Reading and Comprehension skills to remain school priority to see full impact.
Contribution towards targeted interventions	£ 30,846	Provision includes: Project X in Years 2, 3 and 4	Greatest accelerated progress seen in Devon Ed Psych reading

by TAs in KS1 and 2 for 3 terms.		Precision teaching, Devon Ed. Psych. Reading Programme, Pre teaching of language. Trugs Words First	programme +4.4 , Words First +5.2 and precision teaching +4.3
First News	£570.00	To increase engagement and comprehension in guided reading sessions	Increased reading, stamina engagement and comprehension
Teacher Conferencing and additional support in developing writing skills by use of specialist literacy teacher. 6 weeks	Contribution towards the cost of lead teacher to coach – summer term £ 4500	Provide accurate, clear, specific feedback for borderline pupils	Greatest impact seen in writing. Writing moderation by LA recognised the rapid progress made by targeted pupils
Contribution to the salary of the Early Years Specialist HLTA to support targeted families support, Thrive assessments, Oral language groups based on Language Link assessments of Early Years.	£18,352	Support for targeted children with low level language skills on arrival into Foundation.	Improved the emotional well-being, spoken language and social skills of targeted children so that they are more able to manage their emotions successfully and positively.
TA 1:1 Intensive phonics	£9000	1:1 Precision Teaching reading intervention using Letter & Sounds materials	The % reaching the expected standard continued a four-year improving trend. 73% of PP met the standard for Yr 1 phonics check 67% of the Yr 2 met the standard of the Year 2 retake. By the end Yr 2 90.5% of all Yr 2 met the standard for the phonics check.
Children and Family Support Worker	Contribution towards cost of specialist staffing £9600	Improve attendance of target pupils. Reduce the number of pupils escalating to CIN and CP. Target pupils to make good progress and begin to close the attainment gap.	Although the overall attendance target (96.2%) was missed attendance was 95.5%, Attendance was affected by a spate of ill health in certain year groups. However, the number of pupils with persistent absence reduced on the previous year.
Social skills and overcoming barriers to learning by developing skills of listening and attention.	Contribution towards cost of specialist staffing £7600	Target pupils to make good progress and overcome barriers to learning	Those pupils who undertook a programme of mentoring in Y6 made progress in year, but did not show resilience during the KS2 tests and their results were significantly below predictions and teacher assessment.
Breakfast Club for Y6 pupils during SATs week	£150	To ensure the Y6 pupils have had breakfast during SAT week, are all in school on time and are prepared emotionally for the tests.	See above.
Sports Coach	£1630	To lessen incidents of aggression during lunch time football.	Staff reported that children were calmer and ready to learn in the afternoon. Lunchtime incidents decreased.
Numbers Count 1 and 2 Teacher working 1:1 with Pupil Premium children with significantly low entry levels on a focused	£13,188	To accelerate progress in basic maths skills. Development of use of imagery to support pupils grasp of number	Numbers Count – over 5 months, the children made an average of 14.7 months progress. Progress range for 9 pupils was between 7 months and 27 months

maths intervention in KS 1 and 2			
Maths Resources	£3,200	To ensure use of imagery is used to deliver maths teaching across the school.	Improvement in learning for KS1 and KS2 as judged by the local authority's Excellence for All programme.
Mathletics – 3P Learning computer licence for year 5 and 6. Power of 2 publishing 1 to 1 precision teaching of numbers within 100 or numbers within 20. TA 1:1 delivery of Power of 2 and Plus 1 materials to targeted pupils	£8500	To accelerate progress in mental maths	Mental maths tests improved. Arithmetic scores on KS2 SATS were closer to the NA. Mental agility improved and confidence strengthened.
Enrichment activity – subsidising the cost of school visits	£4900	Bursary to be made available to selected pupils to ensure inclusion for use of 'Eleven before Eleven' to ensure that all pupils have equal access to school visits to enrich their curriculum, increase first hand experiences and remove the potential cost barrier.	Book scrutiny of topic work shows an improvement in quality and presentation when learning is linked to these experiences.
Provision of uniform	£1500	To raise the self-esteem of pupils and confidence.	Improved self-esteem and confidence in pupils.
Afterschool homework club for targeted pupils 1.5 hours weekly.	£100	To provide a safe, supported setting for children to complete homework.	Pupil engagement in homework club improved and the quality in and commitment to homework improved.
Attendance Awards – 100% attendance certificates Half-termly (monthly?) class award End of term award	£300	To improve school attendance and reduce the incidence of persistent lates and motivate the development of good and regular attendance.	Persistent absence has reduced. PA of PP pupils reduced on previous year. The school would have met the local authority target if it had not been for an outbreak of illness.
TA mentoring of targeted pupils	£1000	To improve pupil engagement in learning and pupils know their next steps.	With this level of support, incidents of disruption to learning were reduced and/or children were encouraged to reflect on their own behaviour and repair relationships.
MTA provide inclusive support for Targeted Pupils during lunchtime	£2166	To reduce the number of incidents of aggression towards peers and rudeness and defiance towards adults.	Incidents were reduced (but not completely) and the children were able to spend part of the breaks playing with peers.
Extended care provision Breakfast, after school and holiday provision Club for targeted pupils	£150	To reduce separation anxiety first thing in the morning. To provide assistance in boundary setting and attendance To provide respite during the holidays and maintain well-being of targeted pupils	Targeted pupils had improved attendance. Readiness to learn strengthened. Social skills, engagement and interaction all improved,.
Holiday Club for target pupils – for a family who had no support from family or friends.	£148	To enable the grandmother to have respite during the holidays to ensure the emotional well-being of the children.	One child achieved ARE in reading, writing and maths at the end of Year 2 and the met the standard in phonics test with a score of 37 (passing the National Average).
Parenting Course based on Thrive and Positive Parenting principles – Family	£3000	To enable parents to create more consistent boundaries and give them greater confidence in their parenting skills.	All parents who attended the course said that they felt more confident as a parent, in

Support Worker and Early Years Supervisory		To improve emotional stability at home to enable learning in the classroom.	understanding their children's emotions.
What makes my brain tick	£1000	Course for pupils, whose parents attended the parenting course to complement the work covered in parenting course.	Number of incidents of dis-regulation reduced in pupils that accessed the course. Added as peer supporters to other pupils Enabled coping strategies by pupils at home and school.

Impact of Pupil Premium Grant Spending 2015/2016

Children have made good progress across the school from low starting points in EYFS. Termly tracking of progress enable SLT to intervene in the earliest possible time and match pupils' needs with specific provisions/interventions. However, results for Pupil Premium pupils in 2016 at KS1 and KS2 do not evidence a continuing trend of closing of the gap, therefore this must be a key priority for the school in the next academic year to ensure that this 1-year dip does not continue next year.

The Pupil Premium Grant allowed the school to offer a range of curriculum enrichment activities which proved successful in developing children's confidence, widening life experiences and in boosting self-esteem.

Below sets out results for 2015 to 16 and the gap between Pupil Premium and non Pupil Premium EYFS

2016	All children	PP	Non PP	Gap
Results	63.8	31	81	-50

Phonics

2016 Yr 1	All children	PP	Non PP	Gap
Results	81	73	90	-17

Key Stage 1

2016 Yr 2 Results	All children	PP	Non PP	Gap compared to non PP	Gap compared to whole cohort
Reading	62	55	70	-15	-7
Writing	60	50	70	-20	-10
Maths	62	41	83	-42	-21

Key Stage 2

2016 Yr 6 Results	All children	PP	Non PP	Gap compared to non PP	Gap compared to whole cohort
Reading	37	33	42	-9	-7
Writing	67	56	83	-29	-11
Maths	33	33	33	0	0
SPAG	50	44	58	-14	-6
RWM combined	27	28	25	+3	+1