

Disadvantaged/Pupil Premium Allocation £92,643

There were 64 Disadvantaged pupils in School during 2015-16 (Including 2 Looked after child, 1 adopted from care and 1 Service child)

The disadvantaged funding (Pupil Premium, Adopted from Care, Looked after Children and service children) provided to school is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM) both now and within the past 6 years, a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'In Care' for 6 months or more. It is for school to decide how the disadvantaged pupils is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are made accountable for how they have used the additional funding to support pupils from low-income/care and service families.

Whilst support is available for ALL vulnerable pupils in our school, any pupils in receipt of free school meals or who are from service families or looked after or in care are given priority for interventions, if they are at risk of falling behind their peers or if their progress is not as expected. Therefore we are confident that we are making the best use of the pupil premium funding that should ensure that all pupils will have the best opportunities for achieving well.

In 2015/16 we planned to:

- *Continue to support the 1:1 tuition.
- *Provide an extra LSA in Y3/4 to allow a lower ability set in Literacy and Numeracy in the mornings to help disadvantaged pupils whose attainment is below age related expectations in these cohorts.
- *Continue the intervention of the Read, Write, Inc phonics literacy scheme for disadvantaged pupils across the school.
- *Continue to provide specific interventions through Teacher/LSAs matched to their attainment needs across the school.
- *Cover the cost of residential visits, trips, visitors and extra-curricular clubs.
- *Respond to the specific needs of individual PP pupils to remove barriers to learning.
- *Provide regular in school access to expert advice on overcoming specific barriers to learning.

| Action | Cost | Duration | Expected Impact | Actual Impact |
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| Floating HLTA to ensure that interventions delivered by other LSA's with Disadvantaged Pupils are not disrupted | 18,657 | Autumn/ Spring Term | Pupils have consistency allowing the whole programme to be delivered regularly enabling them to accelerate their progress to catch up their peers | Twelve small group/1:1 Interventions have taken place on a regular basis during the year: <u>Maths interventions</u> Plus 1, Power of 2 <u>Reading/writing interventions</u> Toe by toe, Cracking comprehension, Fisher Family Trust, Read Write Inc, Better Reading, Beat Dyslexia, Stile, Daily precision teaching <u>Fine motor development</u> Pindorra's Box, Dough gym These have has a positive impact on progress for individual pupils in securing basic skills in English and Maths. |
| Extra LSA allowing extra intervention groups for PP pupils in Y3/4 | 7000 | Whole Year | Accelerated progress of attainment in reading and writing to close the gap with peers. | 12 pupils across Year 3 & 4 classes benefitted from additional support . Year 3 writing intervention-the gap between disadvantaged and non-disadvantaged pupils reduced (small gap of 4%) Year 4 reading intervention—the gap closed between disadvantaged and non-disadvantaged pupils, disadvantaged pupils overtook their peers by 3% |
| 1 to 1 Tuition for Looked After Children and PP Pupils | 7,120 | Whole Year | Accelerated progress of attainment in numeracy, reading and writing to close the gap with peers. | Delivered by qualified teacher Maths-6 pupils. All gained standardized scores of 100+ at the end of Maths intervention. English-6 pupils. All made 3+ steps of progress from their starting points. |
| Read Write Ink - Phonic Intervention Groups across the school | 10,320 | Whole Year | Accelerated progress through the phonic phases to reach age related expectations so that all Y1 pass the phonics test/ and the few that re-take in Y2 the phonics test pass. | Phonic phase progress for disadvantaged Year 1 pupils Year 1- 91% of disadvantaged pupils passed the phonics assessment (10 out of 11 pupils) Year 2- 100 % of disadvantaged pupils re-took and passed the phonics assessment (1 pupil) |

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| LSA writing, phonics, reading and maths intervention groups across the school | 23,536 | Whole Year | Accelerated progress in attainment particularly in writing as well as other areas to close the gap in age related expectations. | Learning Support Assistants delivered a wide range of intervention programmes which were reviewed for each term to measure the impact for individual pupils. Gaps between Disadvantaged and Non-Disadvantaged pupils closed in: Y2 Reading (accelerated progress) Y3 Writing Y4 Reading Y5 Maths |
| Subsidy for Y5 Residential Trip | 960 | Spring Term | Full participation and access to residential trips to facilitate the development of self-confidence, self esteem and greater technical vocabulary to aid writing. | Eight disadvantaged pupils in Y5 attended residential visit to Latches Wood Outdoor Centre in Spring 2016. All pupils responded positively about the visit via a questionnaire. Comments such as 'challenged me to do new things' and 'pushed me outside my comfort zone' were given as positive personal development points. |
| Subsidies for trips visits, visitors/extra-curricular activities | 3,000 | Whole Year | Full participation and access to, visits and visitors/extra- curricular activities to broaden life experiences, develop sporting/craft skills and technical vocabulary to aid writing. | Disadvantaged pupils across the school participated in a range of visits and activities e.g. termly class visits to support topics. These visits provided first hand experiences for pupils which were used as a stimulus for writing. Pupil discussion groups highlighted trips as a memorable experience, resulting in opportunities to try out new activities and experiences. |
| Contract to provide 6x ½ day per term support for an educational psychologist | 6,800 | Spring/ Autumn/ Summer Term | Increased support in the identification of barriers holding SEN/PP pupil's back and strategies to overcome them so they make greater progress. | Regular visits from Educational Psychologist has ensured pupil's with identified needs have been effectively supported. Teachers have received guidance and advice on methods to support SEN/disadvantaged pupils. This EP support has ensured swifter access to outside agency support. Five disadvantaged pupils have been supported during the year. |

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| Purchase of laptops to facilitate use of software to motivate boys | 4,000 | Autumn/ Spring Term | Increased motivation and engagement with writing especially for boys by using visual literacy techniques and also with Maths software. | Increased opportunity to word process, edit and spell check written work to engage boys in writing. |
| Provision of 1 to 1 support for Disadvantaged/SEN/LAC Pupils | 11,700 | Autumn Spring Summer | Pupils are supported so their individual needs are met with specific provision to allow access to the curriculum at a level/in a way that causes them to engage successfully to improve their overall attainment | Fifteen Disadvantaged/SEND pupils were supported across the school. Individual targets for pupils were set and reviewed termly. Additional specific teaching put into place to meet needs, including 1:1, small group support, precision teaching. Transition support in place within school and to High School to support social and emotional needs. |

