

Pupil Premium 2015/16 Information

Funding Allocation for 2015/16 and how it was used

In the academic year 2015/16 the school received £47,750 worth of pupil premium funding based on 36 children each receiving £1320, this equates to 19% of the school roll. The money was used in the following ways:

The governing body and school agreed that no child should miss out on any aspect of school life based on financial reasons. To ensure that we are fully inclusive of all children's needs and there is a basic equality of provision and access across all areas of the school PP funding is used to support disadvantaged children in the following ways.

School trips	£808.00
Uniform	£5,100.00
Clubs	£412.00
Extra adult support in class and intervention	£41,430

Barriers to Learning and Development

Research shows that children who come from low income disadvantaged families can quickly fall behind in their learning and social development. Low income is a strong predictor of low educational performance and children in poverty have on average lower educational achievement and are more likely to continue to under-achieve. Less advantaged children are more likely to feel a lack of control over their learning, and to become reluctant recipients of the taught curriculum. This influences the development of different attitudes to education at primary school that help shape their future. We are aware that children from all backgrounds see the advantages of school, but deprived children are more likely to feel anxious and unconfident about school. With the right support however, we feel that in and out-of-school activities can help build self-confidence. Children from advantaged backgrounds tend to experience more structured and supervised out-of-school activities. Equality of educational opportunity must address multiple aspects of disadvantaged children's lives as these factors are at the heart of the social divide in educational outcomes.

Through ongoing assessment, ½ termly Standards meeting and working with our SENCO we try to identify early in a child's life what their barrier to learning could be. Once identified the classteacher and SENCO will work to ensure the correct provision is in place; this could be a specific intervention or extra support in class.

The main barriers to learning for our children include:

- **Speech and Language delay**
- **Social development issues linked to behaviour**
- **Physical fine and gross motor skill limitations**
- **Delayed reading skills**
- **Dyscalculia**

Based on these findings the following interventions were run in 2015/16 in our school to support disadvantaged children:

5 minute box MATHS	Lego Therapy	Occupational Therapy support
Additional Reading	Targeted Maths Group	Sensory Circuit
Chatterbox - SALT	Social Skills Development	Reverse Integration - targeted teaching by intergrating mainstream children with additional needs in tithe Resource Base
Fine Motor Skills		

Our Approach

Our approach to supporting disadvantaged children is based on individual needs. We will ostensibly try to support children as part of a group in class so they continue to receive high quality Wave 1 teaching from the class teacher. However, we are aware that at times withdrawal support may be beneficial and on a 1:1 basis.

We are aware that disadvantaged pupils can also be some of our most able pupils. If children show that they are working at a greater depth than expected the classteacher will differentiate planning to include targeted learning that may be supported by an extra adult.

How do we measure impact and value for money?

During our half termly Standards meeting which include the HT, classteacher and SENCO we track and discuss any children in receipt of pupil premium funding. Their progress and attainment is compared to non-disadvantaged children in school and 'national other children'. Any interventions that are running will be monitored through a data discussion and how the child is managing with the extra support. If the intervention needs adapting or stopping we will discuss at this meeting.

EYFS Performance Data for children who received extra funding – 2015/16

GLD Outcomes for EYFS 2016	
Disadvantaged GLD (19% of cohort)	Non disadvantaged GLD
70%	79%
The number of PP children who achieved a GLD is ? % above other local schools and ? % above national average for 2016. (National data for 2016 not released yet)	
National average for 2015 = 66%	

EXPECTED PROGRESS IN ALL AREAS OF LEARNING for EYFS 2016	
Disadvantaged GLD (19% of cohort)	Non disadvantaged GLD
100%	100%

Disadvantaged Children in Year 1 – 2015-16

Disadvantaged (17% of cohort) ATTAINMENT						
	Below expected		Expected		Exceeding	
	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged
Reading	18%	20%	82%	80%	9%	30%
Writing	45%	27%	55%	73%	9%	22%
Maths	36%	16%	64%	84%	9%	27%

The % of disadvantaged children achieving at least age related expectations is below non Pupil Premium children for writing and maths, however, specific learning needs for some children influence these results - 18% have SEN

Disadvantaged (17% of cohort) PROGRESS						
	Below expected		Expected		Exceeding	
	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged
Reading	15%	15%	82%	85%	80%	60%
Writing	17%	17%	65%	83%	55%	55%
Maths	19%	23%	81%	77%	36%	46%

Progress measures show both groups broadly in line except for Expected progress in writing

Year 1 Phonics screening Check		
	Disadvantaged	Non disadvantaged
% who met threshold	91%	84%
National average for 2015 was 77% for all children		

Disadvantaged Children in Year 2 – 2015-16

Disadvantaged (21% of cohort) ATTAINMENT						
	Below expected		Expected		Exceeding	
	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged
Reading	27%	24%	73%	76%	23%	38%
Writing	27%	24%	73%	76%	7%	22%
Maths	36%	24%	64%	76%	23%	28%

The % of disadvantaged children achieving at least age related expectations is broadly in-line for both groups except a small gap in maths. It should also be noted that 27% of disadvantaged are SEN.

Disadvantaged (21% of cohort) PROGRESS						
	Below expected		Expected		Exceeding	
	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged
Reading	28%	6%	72%	94%	69%	80%
Writing	28%	4%	72%	96%	46%	50%
Maths	28%	2%	72%	98%	8%	58%

Pupil Premium 2016/17

For the academic year 2016/17 we expect to see receive £56,760 Pupil Premium funding. We will continue with the same approach towards how we allocate funds and have already identified other interventions to support children with reading, maths and emotional support. This is based on the fact that the same barriers to learning still apply:

- **Speech and Language delay**
- **Social development issues linked to behaviour**
- **Physical fine and gross motor skill limitations**
- **Delayed reading skills**
- **Dyscalculia**

Intervention support Plans

- 3 members of staff will attend 'Catch Up Literacy' training in October 2016. This intervention will support identified disadvantaged children with their reading. Specific reading resources have been purchased to supplement the scheme. Children will be tracked half termly to measure progress and impact.
- Maths Numicon – this is a specific maths resource that will be used with identified children to help support and develop their understanding of number
- Draw and Talk Therapy – A member of staff has been trained in delivering Draw and Talk sessions. Identified children will have access to this provision to help them with any worries or concerns they may have.
- ELSA – a member of staff will become a trained Emotional Literacy Support Advisor (training in Summer term 2017).

The next review of Pupil Premium spending to evaluate how are strategies are working will take place in July 2017.