

Pupil Premium Information 2016/17

As stated in our Pupil Premium report on the school website, the funding received for 2016/17 (£56,760) has been used to support children with reading, maths and emotional needs. This is based on the fact that the following 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 have attended 'Catch Up Literacy' training in October 2016. This intervention has supported identified disadvantaged children with their reading. Specific reading resources have been purchased to supplement the scheme. Children are tracked half termly to measure progress and impact.
- Maths Numicon – this is a specific maths resource that has been 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 have accessed 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 Autumn term 2017/18).
- Pastoral, sharing circle activities are planned weekly to support children with additional emotional needs.
- A number of staff across the school work with identified children to provide in and out class support.

Impact

Catch Up Literacy	Number of children	Progress
Year 1	4	80% made at least expected progress
Year 2	3	100% made at least expected progress
Year 3	2	50% made at least expected progress

Draw and Talk Therapy	Number of children	Impact
Year 1	1	All children who attended have improved their behaviours for learning and ability to articulate how they are feeling. The children are able to rationalize their feelings more effectively and use strategies to manage their emotions.
Year 2	2	
Year 3	2	

Outcomes for Disadvantaged children

Reading	Attainment - ARE	Boys (3)	Girls (6)	Progress - Expected
EYFS (9 children)	56%	66% (2/3)	50% (3/6)	80%
Yr1 (10 pupils)	60%	60% (3/5)	60% (3/5)	80%
Yr 2 (13 children)	46%	50% (3/6)	43% (3/7)	66%
Yr 3 (12 children)	67%	60% (3/5)	71% (5/7)	92%

NB:

- EYFS – 1 girl has attendance of 39% and multi-agency support. Another girl started in May and has additional emotional/behavioural issues. The family are receiving multi-agency support. Another girl has medical issues so her attendance is also very low.
- Year 1 - 1 girl has low attendance and is on a CP plan. Another girl is EAL and started TPS late. One boy has virtually no English and additional needs. One boy started TPS late this year.
- Year 2 – 2 boys are SEN including one from the Base and a late started into Year 2. One girl is SEN and accesses Base provision plus another had had significant emotional/family issues this year.
- Year 3 - 1 girl and 1 boy are SEN.

Writing	Attainment - ARE	Boys	Girls	Progress
EYFS (9 children)	56%	66% (2/3)	50% (3/6)	90%
Yr1	50%	40% (2/5)	60% (3/5)	90%
Yr 2	46%	33% (2/6)	57% (4/7)	66%
Yr 3	50%	40% (2/5)	57% (4/7)	75%

Maths	Attainment - ARE	Boys	Girls	Progress
EYFS (9 children)	56%	66% (2/3)	50% (3/6)	80%
Yr1	50%	40% (2/5)	60% (3/5)	80%
Yr 2	25%	17% (1/7)	29% (2/7)	66%
Yr 3	67%	40% (2/5)	86% (6/7)	83%