

Pupil Premium Spending

Pupil Premium (PP) Spending (2015-16)

Our school allocation in 2015-16 was £104,280. This represents 79 children.

This money was used for:

- The Every Child a Reader (ECaR) programme in Nursery and Year One. The ECaR teacher will also provide support with moderation in Year Two when required.
- Pre-school Early Intervention – school led workshops.
- Interventions for the lowest attaining children delivered by funded Learning Support Assistants. (eg BLAST, Better Reading)
- Additional interventions to target specific children / groups to accelerate progress and narrow the gap.
- Specific phonics interventions to support Year One and Two children who may be at risk of falling behind.
- After-school Booster sessions to narrow the gap in English and Maths for Upper KS2.
- Learning Mentors focussed on attainment, behaviour for learning, attendance and punctuality.
- Employment of an Unqualified Teacher to support curriculum engagement of children within the Foundation Stage.
- Curriculum Innovation – Curriculum Weeks, enrichment opportunities.
- Trips and Visitors – a significant contribution to cost funded by the school.
- Extra curricular clubs after school and at lunch-times at no cost to parents / carers.
- Early Intervention – ‘Play and Stay’
- Staff Development – discussions with colleagues re: Free School Meals / Pupil Premium.
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Year Six Residential – a significant contribution to cost funded by school enabling all children to attend.
- Contribution to the START Arts Project (third year) for all Key Stage Two classes (3 Gallery sessions and 3 in school workshops per class)
- Contribution to the School’s Linking Project (Year One)
- Specialist books to support reading strategies and interventions that positively impact on standards across the school, including improving Quality First Teaching.
- Training for new Teaching Assistants / teachers (eg Better Reading Programme, Phonics, etc).
- Proportion of Sports Leader salary: use sport and physical activity as a way of engaging specific children with barriers to learning who may be at risk of falling behind their peers.

Impact:

To be added

Pupil Premium (PP) Spending (2014-15)

Our school allocation in 2014-15 is £110,000. This represents 84 children.

This money was used for:

- The Every Child a Reader (ECaR) programme in Nursery, Year One and Year Two.
- Pre-school Early Intervention – school led workshops.
- Interventions for the lowest attaining children delivered by funded Learning Support Assistants. (eg BLAST, Better Reading)
- Additional interventions to target specific children / groups to accelerate progress and narrow the gap.
- Increased hours for Learning Support Assistants and Learning Mentors to accelerate progress of those at risk of falling behind their peers.
- Specific phonics interventions to support Year One and Two children who may be at risk of falling behind.
- After-school Booster sessions to narrow the gap in English and Maths for Upper KS2.
- Learning Mentors focussed on attainment, behaviour for learning, attendance and punctuality.
- Curriculum Innovation – Curriculum Weeks, enrichment opportunities.
- Trips and Visitors – a significant contribution to cost funded by the school.
- Extra curricular clubs after school and at lunch-times at no cost to parents / carers.
- Early Intervention – ‘Play and Stay’
- Staff Development – discussions with colleagues re: Free School Meals / Pupil Premium.
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Year Six Residential – a significant contribution to cost funded by school enabling all children to attend.

Impact:

Year Six ‘headlines’ 2014-15

- In Reading, 83% of children achieved ‘Expected’ progress.
- In Writing, 100% of children achieved ‘Expected’ progress.
- In Maths, 83% of children achieved ‘Expected’ progress.
- In Reading and Writing, children achieving ‘Above Expected Progress’ is close to national figures.

Also

- A range of teaching and learning strategies contribute effectively to the quality of children’s learning.

- Almost all children show interest, enthusiasm and interest in learning.
- Additional support is used effectively to enhance the quality of learning.
- Teaching staff and support staff, including Learning Mentors, are deployed effectively to target individuals, groups of children and specific cohorts.
- The school has excellent pastoral care provided by all staff, especially for our most vulnerable children.
- The school has a very effective system for assessing children's progress that meets the needs of our children.
- There have been increases in Year Two Reading Attainment, Year One Phonics (2013: 50%, 2014: 55%, 2015: 58%) and children achieving a Good Level of Development at the end of Reception .
- Data analysis shows some increases in Free School Meal children at Age-related in some year groups, in some subjects and examples of where the 'gap' between Free School Meal (FSM) children and Non Free School Meal (Non FSM) children has narrowed.

Pupil Premium (PP) Spending (2013-14)

Our school allocation in 2013-14 was £88,050. This represented 84 children.

This money was used for:

- Pre-school Early Intervention – school led workshops.
- Interventions for the lowest attaining children delivered by funded Learning Support Assistants. (eg BLAST, Better Reading)
- Additional interventions to target specific children / groups to accelerate progress and narrow the gap.
- Specific phonics interventions to support Year One and Two children who may be at risk of falling behind.
- After-school Booster sessions to narrow the gap in English and Maths for Upper KS2.
- Learning Mentors focussed on attainment, behaviour for learning, attendance and punctuality.
- Curriculum Innovation – Curriculum Weeks, enrichment opportunities.
- Trips and Visitors – a significant contribution to cost funded by the school.
- Extra curricular clubs after school and at lunch-times at no cost to parents / carers.
- Early Intervention – 'Play and Stay'
- The Every Child a Reader (ECaR) programme in Nursery, Year One and Year Two.
- Staff Development – discussions with colleagues re: Free School Meals.
- Leadership and Management (portion of Deputy Headteacher time allocated to analysis and evaluation).
- Year Six Residential – a significant contribution to cost funded by school enabling all children to attend.
- Able and Talented Lead support able children in Maths after school.

This money was also used to:

- Reduce our Year Six class size. Instead of a single class of 35 children we now have two smaller classes (13 children and 22 children) to narrow the gap and accelerate progress. Each class is supported by the equivalent of a full-time class teacher.
- Partly fund the release of a teacher to work on Speech and Language issues with identified children.

Pupil Premium (PP) Spending (2012-13)

Our school allocation in 2012-13 was £58,200.

This money was used for:

- Interventions for the lowest attaining children delivered by funded Learning Support Assistants.
- Additional interventions to target specific children / groups to accelerate progress.
- Specific phonics interventions to support Year One and Two children who may be at risk of falling behind.
- Learning Mentors focussed on attainment, behaviour for learning, attendance and punctuality.
- Curriculum Innovation – Curriculum Weeks, enrichment opportunities.
- Trips and Visitors – a significant contribution to cost funded by the school.
- Extra curricular clubs after school and at lunch-times
- Early Intervention – ‘Play and Stay’
- The Every Child a Reader (ECaR) programme at KS1.
- Staff Development – discussions with colleagues re: Free School Meals.

Impact:

- A range of teaching and learning strategies contribute effectively to the quality of children’s learning.
- Almost all children show interest, enthusiasm and interest in learning.
- Additional support is used effectively to enhance the quality of learning.
- Teaching staff and support staff, including Learning Mentors, are deployed effectively to target individuals, groups of children and specific cohorts.
- The school has excellent pastoral care provided by all staff, especially for our most vulnerable children.
- The school has a very effective system for assessing children’s progress that meets the needs of our children.

Also:

- Data analysis is beginning to show increases in Free School Meal children at Age-related in some year groups, in some subjects and examples of where the ‘gap’ between Free School Meal (FSM) children and Non Free School Meal (Non FSM) children has narrowed.

Examples include:

Year Six (Reading) FSM v Non FSM gap narrowed last 2 years by 9%.

Year Six (Writing) FSM v Non FSM gap narrowed last 2 years by 15%.

Year Six (Maths) Increase (Yr2-5) in number of FSM at AR (8% increase).

Year Five (Reading) Significant increase in number of FSM and Non-FSM children at AR last two years. (FSM: 37% / Non-FSM: 25%)

Year Five (Reading) FSM v Non FSM gap narrowed last two years (12%).

Year Four (Reading) FSM: Significant increase at AR last four years (26%), (36%) last three years.

Year Four (Maths) Significant increase in number of FSM at AR last three years. (53%)

Year Three (Reading) FSM numbers at AR increased steadily last two years (10%).

Year Three (Writing) Slight increase in number of FSM and Non FSM at AR last two years.

Year Three (Maths) Significant increase in FSM last two years. (20%)

Year Three (Maths) FSM and Non FSM gap remained relatively narrow (8%-10%) and has begun to narrow further last two years.

Pupil Premium (PP) Spending (2011-12)

Our school allocation in 2011-12 was £32,574.

This money was used for:

- Interventions for the lowest attaining children delivered by funded Learning Support Assistants.
- Learning Mentors focussed on attainment, behaviour for learning, attendance and punctuality.
- Curriculum Innovation – Curriculum Weeks, enrichment opportunities.
- Trips and Visitors – a significant contribution to cost funded by the school.
- Extra curricular clubs after school and at lunch-times
- Early Intervention – ‘Play and Stay’
- The Every Child a Reader (ECaR) programme at KS1.

Impact:

- A range of teaching and learning strategies contribute effectively to the quality of children’s learning.
- Almost all children show interest, enthusiasm and interest in learning.
- Additional support is used effectively to enhance the quality of learning.

- Teaching staff and support staff, including Learning Mentors, are deployed effectively to target individuals, groups of children and specific cohorts.
- The school has excellent pastoral care provided by all staff, especially for our most vulnerable children.
- The school has a very effective system for assessing children's progress that meets the needs of our children.