



Pupil Premium Review 2016-17

Total Number of Pupils Eligible as September 2016	71
Amount received per pupil	£1320 Top slicing is used by local authorities to fund a paid post 'virtual headteacher'. We are yet to receive any support from the virtual HT of any Local Authority
Total Pupil Premium budget for 2016/17	£141,116
Looked After Children (LAC) pupil premium plus	£1900 per LAC by financial year (April- April) (An additional amount of money was claimed for one child as a one off payment) 6 LAC children, 1 of which transitioned to secondary school in Summer 2016. 2 LAC children were adopted in Spring 2017.
Total amount LAC	£6,950

Focus areas of support 2016-17

Focus area	Spend
Learning	£64,398
Social, emotional and behavioural barriers to learning	£31,420
Additional/SEN barriers to learning	£17,310
Enrichment opportunities	£27,900

LAC/ Pupil Premium Plus Spending:

The funding is there to ensure that all children make academic progress. This therefore maybe spent on support for social skills which in turn will support academia. Each child receives a different amount of support depended upon the level of need. The money expenditure is planned in the TAC meetings with families. The money is not always guaranteed to be spent on the child in school. E.g. it could be spent on an experience outside school. Each child has a support plan with funding allocated. Areas of funding include counselling, individual speech and language, 1 to 1 reading, booster groups, carelink, training for staff on behaviour support.

Pupil Premium Provision Map – Effectiveness and Impact

We adapt our pupil premium spending each term to meet the ongoing needs of the children and based on the evidenced effectiveness of each intervention.

Area	Provision	Provision detail	Effectiveness and impact
Learning	Small Group English	Additional SEN needs, working significantly below ARE in reading and writing.	Quality assurance shows high quality of delivery and learning. Progress in English was good or better with a significant proportion making accelerated progress at points in the year. All children achieved desired outcome.
	Small Group Maths	Children with additional SEN needs, working significantly below ARE in maths	Although some progress was evident the intervention did not overall have desired impact. Will not be continuing
	Maths booster groups	Year 6 children who had gaps in knowledge and were behind age related expectations. 10 Pupil Premium children received this intervention which was 63% of the total children who did. 1 child received intervention on 1:1 basis in order to support additional needs.	70% of the pupil premium children made above expected progress. 30% made less than expected progress, 2 of which missed regular sessions due to absence or lateness issues. Pupil level evaluations showed this to be an effective intervention in supporting rapid catch up for targeted pupils This contributed to the strong overall progress of disadvantaged pupils in maths
	Maths Catch-up training	3 support staff members attended training.	Intervention to be introduced and embedded in next year.
	Dyslexia/ spelling intervention	1:1 sessions focussed on spelling patterns, to fill gaps in knowledge, and dyslexia strategies to overcome barriers. 2/6 of children receiving support were Pupil Premium	1 Pupil Premium child made above expected progress in reading and expected progress in writing. 1 of the Pupil Premium children did not make expected progress- absence issues. Intervention to be developed and extended next year in order to be more targeted and to link learning back to class. EP to support development and training in September.
Social, emotional and behavioural barriers to learning	Art Therapy	1:1 therapy to support meaning that pupils are better able to focus on learning All children accessing therapy were pupil premium	Positive impact made to all children, as evidenced on case by case basis - children meeting targets around social skills, engagement, anger/self-management, improved behaviour, improved mental health 1 child made more than expected progress in reading, writing and maths. 1 child made expected progress in writing and maths and more than expected progress in reading. 1 child made less than expected progress in reading, expected in writing, more than expected in maths. This child had

			additional support in Autumn term with regards to behaviour. Progress was made from that point on.
	Social Skills lunchtime groups	Small group play sessions to give structured time to some playtimes, support the development of play skills, and develop confidence in social situations. 3/5 children in group were pupil premium	Examples of progress include: Improved self-esteem, improved social skills, less behaviour incidents in class, more able to focus during afternoon lessons.
	Behaviour consultant and Mentor	1:1 support for pupils and staff support with strategies to develop a positive attitude to learning and ensuring behaviour is not a barrier.	90% of children receiving additional behaviour support demonstrated a positive impact through observations and parent and staff feedback.
	Year 6 Mentor	1:1 and small group support for pupils to develop a positive attitude to learning.	50% of children who were supported by the Learning Mentor were Pupil Premium All made more than expected progress in maths. Half made expected, half made more than expected progress in reading. Half made expected progress in writing. One child made more than expected progress. Examples of other progress include: Improved self-esteem, improved social skills, less behaviour incidents in class
	Play leaders	Encourage positive play experiences, support vulnerable children in play, and provide structured play activities for children to enjoy.	Pupil survey evidences enjoyment of activities and games set up by play leaders. Observations of practice has led to developments in provision throughout the year to encourage a wide range of activities to cater for all. Impact seen in engagement and improved behaviour. Further developments to take place next year.
	Pastoral Care Manager	Supporting children 1:1 or in small groups with social and emotional barriers to learning. Autumn term only.	Some intervention showed positive impact on social skills displayed in sessions and on the self-esteem and confidence of children. Transference of skills learned in sessions did not show enough long term impact. Developments in pastoral care to be made next year- input of EP to support planning, new school values as foundation.
Additional/ SEN barriers	Speech and Language Therapist (SALT) and specialist TA	Provision of Speech and Language support for eligible pupils to enable them to access all curriculum areas successfully. 45% of SALT caseload was also Pupil Premium.	Evaluations of pupil performance shows that the approach and programmes are effective in ensuring good progress for pupils with speech and language needs. 90% of children met their SALT targets, 60% of this group made exceptional progress.
	Educational Psychologist (EP)	46% of EP caseload is made up of Pupil Premium children. 36% of SEN register is	Half termly input did not demonstrate expected impact- time allowed only for assessments and reports to be produced,

		also Pupil Premium. EP input was initially half termly and included observations and reports. Input was increased significantly in Summer 2 to 3x per term in order to support implementation of report strategies, training, differentiation support, and development of pastoral provision.	immediate support was difficult. Provision was increased in Summer 2 to 3x half term. Impact seen in training provided so far being evidenced in observations. Further impact is not able to be evidenced at this time due to short period of provision. Impact of increased provision to be monitored in 2017-18.
Enrichment Opportunities	Trip Subsidy, including school journeys	Supporting eligible pupils so they can attend school journey to a working farm – 1 week and PGL for 1 week. Focus on developing work ethic, team building, resilience, confidence and self-discipline. Class trips-Improve cultural awareness and widen cultural references	We aim to ensure no child misses out on an opportunity to engage with a school visit and so subsidise or wholly fund school trips for eligible families. The impact is that every child can engage in these vitally important learning opportunities.
	After school clubs	A range of clubs that support pupil fitness and wellbeing and instil the personality traits that contribute towards good learning.	Ensures equality of access to the wider opportunities on offer.
	Music tuition	Instrument tuition to develop musical skills which are transferable to other subjects such as concentration, self –discipline and determination. 14% of Pupil Premium children had funded music lessons. Offer is open to all eligible pupils.	All had experience of performing in front of large audience, leading to increased self-confidence