

Pupil Premium Funding

The pupil premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils.

The Pupil Premium allocation for 2015/16 was £24,340. This funding was used in the following ways:

- Additional Teaching Assistant support to deliver personalised intervention programmes.
- Provision of nurture groups, through the employment of a behaviour support worker / counsellor.
- Increase the use of ipads in school and acquire suitable software which will enable these children to flourish.
- Focus in on the attainment and progress of our most vulnerable groups of children to ensure that they are enabled to flourish.

The impact of these strategies in 2015/16

At Key Stage 1, in 2015/16, 1 child was Disadvantaged so that pupil = 100%
Although it is difficult to draw any conclusions from this cohort of 1 child, it is clear that writing and mathematics remain a target for continued improvement.

In 2015/16, 4 children were Disadvantaged so each pupil = 25%
From this we can see that all children attained well in Reading, and progress in reading was excellent. The progress score in Mathematics for Disadvantaged children was good. The progress score for writing for these children was a little below expected and this is an area for development next year.

The Plan for 2016/17

We need to ensure that KS 1 children are challenged to aim high, and that any difficulties in particular subjects are addressed throughout the school. Our Pupil Premium Allocation for 2016/17 is £21,700. The Plan for 2016/17 aims to focus in on our most vulnerable children, and make our interventions more specific and targeted, with a new system showing impact more clearly. We will also more accurately cost our interventions in order to demonstrate value for money. We will continue to provide additional Teaching Assistants and operate our Nurture Groups through the employment of a behaviour support worker / counsellor.

Specifically, in our school development plan 2016/17:

a. Area for Development: The achievement and progress of disadvantaged pupils. (Use of Pupil Premium)		
Starting Point. The number of disadvantaged children has increased and data shows that we need to do more to close the gaps in their learning compared with others. We need to focus more specifically on our Pupil Premium children, introducing structured intervention plans with clear success criteria and link the attainment of these children to appraisal.		
Desired Outcome.		
<ul style="list-style-type: none"> ▪ The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points. ▪ For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas. ▪ From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. 		
Persons Responsible: Governors / SLT / All Staff		Budget Cost: £21,700 pupil premium
Autumn Term Target. The children are identified and priorities for learning understood and planned for. Intervention groups are planned clearly with targets and success criteria. A clear costing will also be integrated into these plans. Reviews at the end of ½ term / term assess the value of these groups and inform future interventions.	Spring Term Target. Mrs Parrish to take up the role of 'Closing the Gap' working initially with Year 5&6. Standards Robustly begin the new cycle of identification, support and intervention. Clearly assess the effectiveness of interventions, collating information about what types of intervention are the most effective. Share the results of this collated evidence in order to inform best practice across the school.	Summer Term Target. Mrs Parrish, post SATs, to amend the role of 'Closing the Gap' working with Year 4&5. Robustly begin the new cycle of identification, support and intervention. Look at our success criteria: How effective has our provision been? To what extent has the progress of these children matched or improved towards that of other pupils?

Review