



## Pupil Premium Strategy 2016-17

The school publishes the following overview to show how Pupil Premium is being spent within our school and the impact on increasing pupil progress, however due to small numbers we are careful to maintain confidentiality. An action plan for pupil premium is reviewed termly by governors and progress and attainment of pupils is rigorously tracked.

The main barriers to educational achievement faced by eligible pupils are:

- Although the attendance for pupil premium children is 96.4% compared to 96.91% for all children, there are some cases where poor attendance has an impact on pupil progress.
- Baseline assessment in the Early Years shows that some pupil premium children’s communication, personal social and emotional and literacy skills can be below typical on entry.
- Various factors have resulted in some children having low self-esteem or significant social and emotional needs.

### Planned Expenditure for 2016-17

Total funding received for this academic year 2016-17 = **£18460**

Total number of pupils: 205

Number of pupils eligible for pupil premium: 16

### Key objectives for pupil premium funding:

- To continue to accelerate progress across the curriculum for those in receipt of pupil premium to ensure that they achieve in line with non-pupil premium children.
- To provide targeted social and emotional support to improve children’s self-esteem and self-confidence so that they achieve their potential.

Desired Outcome	Action	Rationale	Cost	Impact
Our most able children make at least good progress from their starting points and an increasing proportion are working above the	An additional teacher provides further challenge and enrichment in reading, writing and maths through booster sessions	Some of our children in receipt of pupil premium have high starting points. Tracking shows that some children do not make the same progress	£2,795	High score attained in reading at the end of KS2 and an increased level of mastery by the single disadvantaged child who had high prior attainment.

expected standard for their age.	with a small group.	as non pupil premium children. We want to ensure that they make sufficient progress to attain a high level at the end of KS 2.		
	An additional teacher provides support within class to improve progress within English and maths lessons.		£2,828	At the end of KS2 within a cohort of 4 children: 50% attained expected or above standard in reading. 75% attained expected standard in writing. 50% attained expected standard in maths. This pupil premium spending resulted in these year 6 children making an average of 8 steps progress. This shows substantial and sustained progress over the academic year (8 in reading, 8 in writing and 7 in maths).
To increase children's attainment by improving their self-esteem and promoting positive wellbeing.	Provide regular 1:1 or small group sessions with an Emotional Literacy Support Assistant.	Children who have been affected by many circumstances may have low self confidence and struggle with social and emotional skills. They need support to develop a positive well being in order to achieve their potential.	£1,870	The impact of this support is that it continues to have a significant impact on the well being of our pupils, raising their self esteem and confidence as well as their ability to achieve. Further impact of this has been seen in the transition to high school programme put in place for a number of disadvantaged Y6 children. Pupil feedback was very positive

				<p>about the great impact on self esteem and relationships with peers improved.</p> <p>Of the 4 children who received this support: 100% in reading, 75% in writing and 75% in maths achieved age related expectations or better.</p> <p>This pupil premium spending resulted in these children making an average of 7 steps progress. This shows substantial and sustained progress over the academic year (7 in reading, 7 in writing and 7 in maths).</p>
	12 x 1:1 sessions with an art therapist.		£727	<p>The impact of this spending is that it had a significant impact on the progress of the individual child who received it. It resulted in this child making an average of 7 steps progress (6 in reading, 7 in writing and 7 in maths) They also achieved age related expectations in all subjects.</p>
To increase the number of children attaining the expected level for their age.	An additional teacher provides further support to small groups in English and maths lessons.	It is important that we provide additional support and interventions to children so that they can catch up with their peers. We want pupil	£1,298	<p>The impact of spending is that these children attained the expected standard for their age at the end of Key Stage 2 in all subjects and one achieved the high standard in reading.</p>

		premium children to be attaining in line with non pupil premium children.		Further positive impact is that 78% of pupil premium children have made consistently strong progress - 6 or more steps - across the year. This has increased from 63% in 2016.
To help children to make rapid progress so that they are achieving closer to the expected standard and the difference in attainment between them and non-pupil premium children is diminishing.	1:1 intervention programme to raise attainment in maths and English delivered by a Teaching Assistant.		£4,289	The effectiveness of this 1:1 intervention was impacted on by the low attendance of this child.  However the impact on the progress of pupil premium in English and maths has been positive.
	1:1 intervention programme to raise attainment in maths delivered by a qualified teacher and small group work to catch up in English.		£1,298	This spending has had a positive impact as shown in average progress of 6 steps in all subjects.
To ensure children achieve the expected standard in the Y1 phonics screening check.	A programme of additional 1:2 phonics intervention in addition to daily phonics sessions.	Children need to acquire their phonics so that they can achieve in reading and writing. A good foundation in literacy skills can only improve outcomes across the curriculum later on.	£470	Out of a cohort of 2 children 50% passed the year one phonics screening check.
	A teacher to provide a programme of 1:1 speech and language support to improve early literacy skills.		£1,431	Teacher worked closely with qualified speech and language therapist. The impact of this was very positive for the individual child as they achieved the phonic screening check and achieved the expected standard

				for their age in reading, writing and maths. Further impact was that this child made 6 steps progress in all subjects.
To ensure children achieve a good level of development at the end of Early years Foundation Stage.	A TA to provide a 1:1 intervention programme to develop literacy and maths skills.	It is important that children who enter Early Years below typical catch up quickly with their peers.	£422	Out of a cohort of 2 children 50% achieved a good level of development.
To ensure all children have access to residential visits to develop their independence and social skills.	School will fund the cost of residential visits for pupils who are in receipt of free school meals.	No child is to miss out on an extra curricular activity due to financial difficulties. Residential visits have such a positive impact on children's confidence and self esteem.	£1,220	Children enjoyed the experience of being away from home and participating in new and exciting activities. They had opportunity to develop their skills of independence and engage socially with their peers.
<b>Total</b>			<b>£18,648</b>	

## Attainment

### EYFS (Cohort = 2)

50% of disadvantaged children achieved a good level of development compared to 82% of other children.

### Phonics Yr 1 (Cohort = 2)

50% of disadvantaged children achieved the expected standard in the phonics screening check, compared to 89% of other children.

### Phonics Yr 2 (Cohort = 3)

100% of disadvantaged children achieved the expected standard in the phonics screening check, compared to 100% of other children.

**KS1 (Cohort = 3)**

33% of disadvantaged children achieved the expected standard in reading, writing and maths, compared to 70% of other children.

**KS2 (Cohort = 4)**

50% of disadvantaged children achieved the expected standard in reading, writing and maths, compared to 87% of other children.

**Progress**

Expected progress across the year is 5 steps. On average disadvantaged children made the following progress:

Reading: 6.8 steps compared to 6.3 in 2016

Writing: 6.4 steps compared to 6.4 in 2016

Maths: 5.9 steps compared to 5.7 in 2016

**The school's pupil premium strategy will be reviewed September/ December 2017.**

How we will measure the impact of pupil premium:

- The progress of pupil premium children from their starting point is equal to or exceeds that of non-pupil premium children.
- Pupil and parental feedback is positive about improvements to self-esteem and these children have made increased progress.

**Impact of 2015-16 Pupil Premium Expenditure**

Total funding received for the academic year 2015-16 = **£15700**

Total number of pupils: 209

Number of pupils eligible for pupil premium: 12

Objectives	Action	Cost	Impact
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To increase the progress of more able children so that they achieve above the expected standard for their age.	A secondary maths specialist to teach a small group 2 x week to provide further challenge and enrichment.	£1,272	Y6 maths team won local maths quiz. High score attained at the end of KS2 & increased level of mastery
	A secondary English specialist to teach a small group 2 x week to increase pupil progress.	£1,113	Attained expected or above level. Reading: above expected progress Writing: above expected progress
	An additional qualified teacher to teach a small group 2 x week in maths to increase pupil progress.	£1,197	Attained expected level Above expected progress
To raise the self-esteem of identified vulnerable children.	Train 2 x Teaching Assistants as Emotional Literacy Support Assistants. Deliver 1:1 or small group sessions to identified children.	£2,896	Pupil feedback was very positive about the great impact on self esteem and relationships with peers improved.
	12 x 1:1 sessions with an art therapist.	£1,744	Chn made above expected progress
To provide additional support within class to increase pupil progress in reading, writing and maths.	An additional teacher provides further support to small groups in English and maths lessons.	£2,227	Majority working at expected Progress above expected Phonics screening check met
To help children to make rapid progress so that they are achieving closer to the expected standard.	1:1 intervention programme to raise attainment in English and maths delivered by a Teaching Assistant.	£4,505	Progress above expected Phonics screening check in Y1 and 2 met
To increase the number of children achieving a good level of development at the end of Early years Foundation Stage.	Intervention to develop early literacy skills.	£720	50% achieved a good level of development Rapid progress was made from starting points so 71% & 100% of Early Learning Goals were achieved

To ensure all children have access to residential visits to develop their independence and social skills.	School will fund the cost of residential visits for pupils who are in receipt of free school meals.	£450	Children enjoyed the experience of being away from home and participating in new and exciting activities. They had opportunity to develop their skills of independence and engage socially with their peers.
<b>Total</b>		<b>£16,124</b>	

## Attainment

### EYFS

50% of disadvantaged children achieved a good level of development compared to 82% of other children.

### Phonics Yr 1

100% of disadvantaged children achieved the expected standard in the phonics screening check, compared to 81% of other children.

### Phonics Yr 2

100% of disadvantaged children achieved the expected standard in the phonics screening check, compared to 100% of other children.

### KS1

50% of disadvantaged children achieved the expected standard in reading, writing and maths, compared to 57% of other children.

### KS2

100% of disadvantaged children achieved the expected standard in reading, writing and maths, compared to 69% of other children.

## Progress

Expected progress across the year is 5 steps. On average disadvantaged children made the following progress:

Reading: 6.3 steps

Writing: 6.4 steps

Maths: 5.7 steps

## Progress from KS1-2



	Disadvantaged children	Other children
Reading	-1.00	-0.39
Writing	-2.94	-0.20
Maths	2.53	0.27

**The school's pupil premium strategy will be reviewed February/ July 2017.**