



## **Pupil Premium Grant Report 2015-16**

Pupil Premium is additional funding provided to schools for supporting more disadvantaged pupils to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM) or who have been eligible for FSM in the last 6 years.
- Looked-after children
- Armed forces children

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all pupils through differentiated class teaching and additional educational support where needed.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups the school has legitimately identified as socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups and individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Part of the funding may be used to promote wider outcomes for children such as increasing the range of educational activities available to pupils. This may include extra trips/visits or extra resources (including ICT programs).

School Co-ordinator – Jill Mackintosh  
Link Governor – Daren Jackson

## Pupil Premium Expenditure 2015-2016

Activity	Objective	Cost
Small-group learning sessions across all year groups for under-achieving children in literacy and maths.	To increase the number of children meeting or exceeding expectations in English and maths (enhancing and new)	£32000
Additional teacher to provide support for targeted disadvantaged children within year groups for maths.	To improve underperforming children's basic calculation skills and mathematical vocabulary. (enhancing)	£31000
Intervention groups for the development of social and language communication skills	To develop and improve children's social, emotional and language skills to enable learners to get along and engage in learning programmes. (Enhancing and new)	£5000
Time for individual pupil feedback with the class teacher to support writing, reading and maths.	To ensure that pupils understand how to take their learning forward. (enhancing)	£6000
School holiday activities and booster classes	To ensure disadvantaged children continue to consolidate skills during the holidays. To provide continuity and a link to the school during longer breaks. (new)	£4000
Homework club to support KS2 pupils	To provide support to pupils to ensure homework assignments are completed. (enhancing)	£4200
Subsidised breakfast club places.	To improve pupil attendance and punctuality. (enhancing)	£2000
Music tuition	To improve children's self-confidence and to target children who wouldn't otherwise be able to learn a musical instrument. (enhancing)	£1000
Subsidising the cost of school visits, uniform and sporting clubs, including residential visits	To ensure that all pupils have access to school visits to enrich their access to the curriculum and remove the potential cost barrier. To promote healthy lifestyles and provide opportunities to further develop social skills. (new and enhancing)	£2000
Provide additional opportunities for assessing the needs of the children	To be able to assess fully the needs of the most disadvantaged and underperforming children. (new)	£500
Parenting classes and advice for groups and individuals.	To increase the engagement of the parents in the children's learning. (new)	£14000
Shared funding for a Home/School Support worker and Speech and Language Therapy Assistant.	To provide social and emotional support to families in need. To ensure that children who need specialist input from a Speech and Language therapist receive it. (new and enhancing)	£3000
Training for interventions and good first class teaching	To be able to deliver and assess interventions accurately and effectively. (new)	£2000
	PP GRANT 2015-16	£101 800
	Total spend	£106 700
	REMAINING BUDGET	-£5,220

## Pupil Premium Expenditure 2014-2015 Review

Activity	Objective	Cost
Small group numeracy and literacy support	To increase the number of children meeting or exceeding expectations in literacy and numeracy.	£ 62 000 In Y6 an extra teacher was used to support maths allowing children to be taught in groups according to their abilities. This led to pupils making good progress. 1-1 and 1-3 children all made expected progress from KS1, which was accelerated progress in Y6. Numicon in Y1 was successful in developing number confidence and ensuring the children in the group met expectations. Y3 children undertaking Numicon showed good progress in number but this wasn't as effective as in Y1. An extra teacher for maths in Y2 helped to raise the attainment of the higher ability and a large number of the group attained level 3. Extra phonics support was given to the children who had not previously passed the phonics screen which meant that all but one child successfully passed at the end of Y2. Extra HLTA support was in place for Y4 and 5 for individual and small groups. The extra support has helped to address under performance as well as stretching some of the middle and higher performing pupils.
Homework club to support KS2 pupils	To provide support to pupils to ensure homework assignments are completed.	£ 3400 – targeted Y5 and 6 children attended, who were not doing homework including reading and spelling practice at home. Eight pupils attended on a regular basis. Teachers and pupils reported that it helped to ensure homework was completed and handed in on time. The children's tables and spellings scores increased and their confidence levels in literacy and numeracy lessons also improved.
Time for individual pupil feedback with class teacher (once each term) to support writing and reading.	To ensure that pupils understand their writing and reading targets and what they need to do to move their learning on.	£ 6000 – All teachers were released twice for an additional hour to meet pupils to discuss their writing. Teachers reported that this personal verbal feedback has helped the children understand their individual targets better and has helped to improve the quality and content of the children's writing. As this was successful we will be continuing with this next year and extending it in Y1, Y3 and Y5 so Pupil Premium children's work is marked first by the teacher and where possible verbal feedback is given more regularly.
Shared funding for a Home/School Support worker and Speech and Language Therapy Assistant.	To provide social and emotional support to families in need. To ensure that children who need specialist input from a Speech and Language therapist receive it.	£ 3000 The Home-School support worker supported seven families over the course of the year. The HSSW has helped to identify additional services that are available to the families and had helped parents to understand and meet the school's expectations. Several children have been assessed and supported by the speech and language therapy assistant. She has also given advice to staff to enable them to provide further support to these children in class. As a result children's speech and confidence levels have improved.
Resources to assess the performance of pupils in reading and maths.	To enable underperforming pupils to be identified quickly so that they can be targeted for support.	£ 6000 Rising Stars Maths and English tests have been used to assess the strengths and weaknesses of the children. These have been used to target children who are underperforming. Children within each year group have been identified for intervention groups.
Subsidising the cost of school visits including	To ensure that all pupils have access to school visits to	£ 1000 A number of children were able to attend educational visits due to the funding. This meant they have been able to learn

residential trips	enrich their access to the curriculum and remove the potential cost barrier.	first-hand about some aspects of the curriculum and foster an enjoyment of learning outside the classroom. It has helped to develop children's social skills and to develop some skills in outdoor education and PE which they wouldn't have had the opportunity to develop otherwise.
Music tuition	To improve children's self-confidence and to target children who wouldn't otherwise be able to learn a musical instrument.	£ 1600 This has helped to increase children's self-confidence. It has helped identify a talent that they didn't know they had and to succeed in an area of the curriculum when they struggle in others. This benefitted Y3 children and one other.
Subsidised Breakfast Club Places	To improve pupil attendance and punctuality.	£ 1000 We have subsidised places for 5 children. This has meant the children have been more punctual and have increased their attendance at school. The children have been able to have something to eat which they were not doing at home. This has had a noticeable difference on their attention in class.
Intervention groups for the development of social and language communication skills	To develop and improve children's social, emotional and language skills to enable learners to get along and engage in learning programmes.	£ 5000 This has allowed us to continue with a social club for a small group of children as well as provide extra 1:1 TA support for individual children at lunch time. These children struggle with social interaction and friendships and this support helps to ensure they have a settled lunch time so they are ready to learn when they return to class for afternoon lessons. Staff have noticed fewer playground incidents as a result. This funding has also allowed us to run language link and speech link groups. These are programs which are administered by teaching assistants and overseen by the SENCO. They have helped to improve children's speech and communication skills as well as improve their understanding of language. The children who have received this have had greater access to all areas of the curriculum. Their confidence levels to participate in class and group discussions have increased, with their peers and teachers being able to understand them better.
Additional support for pupils with behavioural needs	To support children with behavioural issues and remove barriers to learning.	£ 2000 This has helped to teach children what good learning behaviours are allowing them to feel calmer and more settled in classroom situations. They can concentrate for longer periods of time during teaching points and can be refocused to keep their attention.
Subsidising school clubs	To promote healthy lifestyles and provide opportunities to further develop social skills.	£500 This has given children the opportunity to access afterschool clubs like karate and football that they otherwise would not have had the opportunity to do. This has helped to further their social skills by building new friendships and take part in physical activities to improve their overall wellbeing.
School holiday booster classes and activities	To ensure underperforming children continue to consolidate their skills during holidays. To provide continuity and a link to the school during longer breaks.	£3000 This allowed up to fifteen children to attend activities at school during the summer holidays on a weekly basis. They were able to take part in fun activities that had English and maths elements. The children were also taught about healthy eating in making their own lunches. Some of the children are reluctant attenders so it enabled them to keep 'in touch' with school, making it easier for them to return in September.
	PP GRANT 2014-15	£94 200

	Total spend	£94,500
	REMAINING BUDGET	-£300

### **Impact on Pupil Premium progress to summer 2015**

In the year 2014-2015 there was a slight rise in the number of children across the school eligible for free school meals, although the numbers in the lower year have reduced. 11.8% of the children at the school were pupil premium.

No FSM children were classed as persistent absentees

### **KS1**

#### **Y1 Phonics screening**

100% of FSM children passes compared to 87% of NFSM

### **Y2 Sats**

The table below shows the percentage of children attaining Level 2+ and Level 2B+. There were 11 pupil premium children in this cohort.

	Level 2+ (non FSM)	Level 2B+ (non FSM)
Reading	91% (91%)	92% (83%)
Writing	82% (91%)	58% (74%)
Maths	100% (99%)	92% (87%)

### **KS2**

There were 18 pupil premium and looked-after children in this cohort.

	Expected (Non FSM)	Exceeding (non FSM)
Reading	93 (100)	36 (32)
Writing	100 (99%)	29 (34)
Maths	100 (97%)	36(34)

### **Implications for Spending 2016-2017**

Through analysis of the KS1 and KS2 results and discussions with the Headteacher, subject leaders and PP governor it has been recognised that the following need to be considered in our next spending review. During termly benchmark meetings individual and groups of children are discussed so interventions can be correctly targeted and new initiatives considered.

The levels of writing ability for PP children in KS1 and Y3 need to be a focus, with structured work such as Alan Peat sentences and early interventions such as talk for writing.

We need to assess individual children in more depth to see what their barriers to learning are and how these can be overcome.

### **Summary of Intended 2016-17**

- Individualised assessments of underperforming children to identify their barriers to learning.

- Training for staff on structured writing techniques.
- Talk for writing
- Extra support in reception and Y1 in line with Suffolk Trust findings.