

Pupil Premium Expenditure 2015/16

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. In 2015/16 financial year the school has been allocated £68,640. This is being spent as follows:

Learning Mentor £16,000

The Learning Mentor has provided support for our pupil premium children who have barriers to learning related to social and emotional issues. As a school we are experiencing growing numbers of children in this position, who are unable to access the curriculum fully due to social and emotional pressures. These include:

- Children on the Child Protection register
- Children classed as 'children in need'
- Looked after children
- Children who have been affected by bereavement
- Children with social/friendship issues
- Children who suffer from anxiety
- Children who are frequently absent or late for school

In addition to providing support for children the Learning Mentor also works closely with families providing advice and support, putting them in touch with appropriate agencies and building up links with school by holding workshops for parents and children. These have included:

- Maths/Literacy games
- Science/Technology mornings
- Art
- Messy Play
- Baby massage
- Coffee mornings

Additional reading support £5000

Reading is an area where school has historically achieved well, but where recent results have dipped slightly. We want to support our children to maintain their high levels of attainment, particularly when families find it difficult to provide reading support at home.

We have a member of support staff who works specifically with target readers to ensure they have regular reading opportunities, particularly where there is limited support from home or where children are falling behind.

Another aspect of this area of focus is the REN learning programme which enables children to focus on comprehension of books read. The web-based programme is proving particularly effective in promoting interest and enthusiasm in reading and also providing teachers with information related to children's understanding of texts read.

Booster classes £5000

The Year 5 and 6 teachers provide booster classes before and after school during the spring term to support children in preparation for SATS. These classes are currently being used to support pupils who are below the expected level for their age.

Management time £20,000

We have appointed an additional member of staff to provide more time for the Deputy Head to support all staff in improving teaching and learning and specifically improve the progress of children who may not be attaining expected levels. This time has enabled the Deputy Head to work closely with the Intervention Leader to target support effectively and look at appropriate types of intervention. In addition much of the time has also been used to provide regular weekly training for our support staff to enable them to work more effectively with our more vulnerable children.

TLR payment for intervention £2500

The other member of the SLT has this payment to look specifically at interventions across school, working with the Deputy Head. She also has additional management time to help her manage this process.

1:1 Behaviour support £10,000

A small number of our pupil premium children have great difficulty in managing social interactions in unstructured time such as playtimes/lunchtimes. They need additional support to ensure that they can remain at school during lunch breaks and learn to interact appropriately with their peers. To achieve this we have two additional members of staff who work 1:1 with these children at breaktimes to ensure that the children concerned play safely and appropriately. It is hoped that as time progresses they will be able to manage these unstructured times without requiring additional support.

Lexia/Interventions £10,000

Lexia is an on-line phonics programme which we purchased to support all children in their phonics learning, but specifically to help us identify areas where children were struggling and provide timely interventions. The children require support in the ICT suite while using the Lexia programme so we have provided additional hours TA support to achieve this. The remainder of the TA support is used for specific intervention programmes such as INS, ALS, IDL, 123 Maths or tailor-made short interventions based on specific needs.

Enrichment activities £2500

Many of our pupil premium children are making good progress and achieving their potential. However, we have supported them in other ways to ensure they get the same wide menu of activities that others benefit from:

Funding to attend after-school clubs where there is a cost element

Paying for music lessons

Subsidising trips, in particular the Y6 residential visit

Evaluation and Impact of 2015-6 Spending

In 2015-16, the majority of pupil premium funding was centred on providing additional staffing. Whilst this had an impact on overall achievement and progress, there remains a gap between the pupil premium and non-pupil premium children achieving the expected end of year standards in Key stage 2. Pupil premium children in Key Stage 1 performed marginally better than non-Pupil premium children in maths, therefore closing the gap in maths. Continuing this trend, the achievement of Pupil Premium E6 children was marginally better working at greater depth in Reading and Writing in comparison to non-Pupil Premium children.

Interaction from families with the family learning support mentor continued to be strong and further opportunities for parent networking were established through activities such as coffee mornings, Parent Phonics Stay sessions and other opportunities for parents to come into school including our termly sharing of displays for parents and families. The family support worker also takes the lead on supporting children in school monitoring attendance and attainment, with a particular focus on children receiving the additional Pupil Premium funding.

Clubs and other out of school provision such as trips were also subsidised from the pupil premium money. These activities have been a success for all children, however, particularly for the pupil premium children who are less likely to have these experiences because of financial hardship.