

## Pupil Premium Spending 2015-16

The Pupil Premium is additional funding provided by the Department for Education to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (any time in the last 6 years), those looked after by the local authority and the children of armed service personnel.

All schools are required to report on the amount of funding they will receive in 2016-2017 and details of how it is intended that the allocation will be spent. Schools are also required to report on details of how the previous academic year's allocation (2015-2016) was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of who grant funding was allocated.

In the financial year 2015/2016 we received the following pupil premium funding: £260,040 for 63.6% of the school population. We are required to account for these funds which are specifically targeted at narrowing the gap between children entitled to Free School Meals and Looked after children. We have spent this money in the following way, with it impacting positively on the 63.6% of children who are entitled to it:

Area of school targeted by spend	Item	Details	Impact	Estimated Cost	Review and next steps for 2016/17 spend
Whole school	Breakfast club funding	Targeted Extended School places - breakfast club and wrap around for specific pupils.	Improved attendance and punctuality for children who attended.  Pupil's social skills were developed within this programme and the number of incidences of poor behaviour reduced. Children have a good start to the day with a healthy breakfast.	£8,000	Continue to develop breakfast club and purchase games and activities for children to complete during breakfast club to help improve collaboration and social skills.  <i>Estimated spend 2016/17 £8,000</i>
	Teatime club funding	Targeted Extended School places - breakfast club and wrap around	Improved social skills. Children take part in a range of enrichment activities. Support for working parents. Homework and learning support for children after school.	£10,000	Review after school provision to enhance children's academic, sporting and creative abilities  <i>Estimated spend 2016/17 £20,000</i>
	Reading rewards	Books bought as rewards to encourage pupils to read at home and develop a love of reading.	The % of children reading at home has increased overtime and outcomes have generally improved for reading.	£2000	Continue to purchase reading rewards to encourage children to read for pleasure.  <i>Estimated spend 2016/17 £3500</i>

Attendance rewards	Incentives introduced to promote improved attendance by rewarding children and parents	N/a	N/a	Introduce attendance rewards  <i>Estimated spend 2016/17 £1500</i>
Behaviour and conduct rewards	Incentives introduced to promote and recognise outstanding behaviour and conduct.	N/a	N/a	Introduce behaviour and conduct rewards  <i>Estimated spend 2016/17 £1500</i>
BRP	1:1 support to accelerate progress in reading by focusing on: -improving reading age level -increasing overall confidence -inspiring a lifelong love of reading -improving reading NC level -increasing range of reading materials	All children benefited from the programme and made gains in the reading (see school for BRP data). Y2 and Y4 were targeted and clear improvements were made.  See internal data for Y2 and Y4 progress.	£3500	Continue to use BRP as a reading intervention for FSM pupils during school hours.  <i>Estimated spend 2016/17 £4500</i>  (NB. BRP to be implemented as an additional programme after school for Y6 pupils)
Shared EWO salary	School's EWO works in collaboration with school to give advice about attendance and to follow up on attendance issues where there is concern.	Attendance improved for specific pupils but not overall. Service did not have the desired in impact	£3500	Dispense with service  <i>Estimated spend 2016/17 £0</i>
Shared Educational psychologist	School's Educational psychologist gives advice and guidance on supporting SEN provision in school. Statutory work is in addition to the purchased hours for advice, guidance and support. A significant proportion of school's FSM pupils also are classed as SEN	Outcomes for SEN and FSM pupils improved in 2014 and 2015 for RWM combined. Outcomes dipped in 2016.	£7000	Continue to employ Educational Psychology services.  <i>Estimated spend 2016/17 £7000</i>
Enrichment activities and visits funding	Partly fund enrichment opportunities so children receive wider opportunities and experiences to develop SMSC understanding	N/a	N/a	<i>Estimated spend 2016/17 £10000</i>

	Home-school liaison officer	School employs a member of staff to support the most vulnerable families, within and beyond the school day, meeting with them regularly on the school site. The main focus of her work is safeguarding but she supports families in overcoming barriers to education. This could involve helping with housing, behaviour management, financial difficulties and liaising with other agencies where necessary. Whilst her services are available to all parents, the vast majority of her time is dedicated to 'disadvantaged' families.	<ul style="list-style-type: none"> <li>-Improved family engagement</li> <li>-Improved self esteem</li> <li>- Improved attendance for specific pupils.</li> <li>- Improved outcomes since the introduction of the family worker.</li> <li>- RWM combined was above national average by approximately 10% in 2014 and 2015 for FSM pupils. There are currently no national averages for 2016.</li> <li>- Outcomes in KS1 and EYs improved for FSM pupils.</li> </ul>	£28500	<p>Continue to employ a family worker to support school's most vulnerable pupils and families.</p> <p><i>Estimated spend 2016/17</i> <i>£30000</i></p>
EYFS	EYFS additional support staff	Additional staffing in this area of school means that there is a low child to adult ratio in YR and YN. Specific interventions are implemented in this phase to enhance physical development and speech and language skills. This support occurs across the week.	Individual pupils made good progress in basic skills. The large majority of children made good progress relative to their starting points. EYFS tracking showed that the overall % of children reaching a good level of development increased again in 2016 to 50%. FSM pupil outcomes improved by 10%.	£22,500	<p>Continue to maintain favourable staffing ratios in EYFS</p> <p><i>Estimated spend 2016/17</i> <i>£22,500</i></p>
Key stage 1	KS1 additional support staff salaries	Additional staffing in this area of school means that there is a low child to adult ratio in Y1 and Y2. Children are taught in small classes and groups with specific interventions being implemented in this phase, particularly in relation to basic reading, writing and number skills.	-Pupils made good progress in basic skills relative to their starting points. Outcomes for FSM children were above non-FSM in reading and writing at the end of Y2. Phonics outcomes for FSM pupils also improved and are now broadly average. The attainment gap remains narrower than that seen nationally.	£38,000	<p>Continue to maintain favourable staffing ratios in KS1</p> <p><i>Estimated spend 2016/17</i> <i>£22,000</i></p>

Lower key stage 2	KS2 additional support staff salaries	Additional staffing in this area of school means that there is a low child to adult ratio in Y3 and Y4. Children are taught in small classes and groups with specific interventions being implemented in this phase, particularly in relation to basic reading, writing and number skills.	-Individual pupils made good progress in basic skills. Progress in reading, writing and maths in Y3 and Y4 and for FSM pupils was evident with a greater proportion now at the age related standard. FSM pupils' progress was generally better than non-FSM pupils progress (see internal data analysis).	£43,000	Continue to maintain favourable staffing ratios in LKS2  Introduce additional class  <i>Estimated spend 2016/17</i> <i>£45,000</i>
Upper key stage 2	UKS2 additional teaching staff salaries	Additional non-class based teaching staff in this area of school means that children are taught in smaller classes and groups and therefore receive more adult time/support, with teaching tailored to their specific needs	Individual pupils made good progress in basic skills. Y6 FSM outcomes for attainment dropped below national averages for the first time in 3 years in reading. Many FSM children also had additional needs, including social and emotional issues and specific SEN. However, overall progress was within the average bands.	£79,000	Continue to employ additional staff for Y6  <i>Estimated spend 2015/16</i> <i>£79,000</i>
	Small group support in reading, writing and numeracy	Small group support in reading, writing and numeracy. Provided by HLTA support and DHT intervention programmes.	Intervention proved successful in meeting overall needs.	£15,000	Continue to employ a non-class based DHT  <i>Estimated spend 2015/16</i> <i>£15,000</i>

In the financial year 2016/2017 it is anticipated that we will receive the following pupil premium funding: £270,000 for approximately 65% of the school population.

