

## Use of the Pupil Premium 2015/2016

Pupils on Roll	Pupils Eligible for Pupil Premium Funding	Pupil Premium Funding Received
352	38	£49,140

During 2015/2016 the amount of money that we received for each disadvantaged pupil was set at £1320.

This academic year, we have closely monitored the gap between disadvantaged pupils and non-disadvantaged pupils. We have done this through teachers having a good awareness of which children are potentially disadvantaged in their classes, by tracking the progress and attainment of pupils and groups of pupils using our new system of assessment and through pupil progress meetings between teachers and the leadership team on a termly basis. We decided how the funding was going to be deployed this year based on these termly reports and based on the impact of these interventions as the year progressed. In addition, when considering how to best spend the premium, we have looked at research into the most effective uses of the money – including from the Education Endowment Foundation (EEF). Two key areas that have been identified by the EEF as having a significant impact on pupil progress are effective feedback and the use of ‘meta-cognition’ strategies to help pupils take more responsibility for their own learning. These have been a focus for all pupils across the whole school.

Intervention	Cost	Cohort of Disadvantaged Pupils	Desired Outcome	Impact
Phonics Intervention with Specialist Teacher Spring and Summer 16	£1935	Reception	To prepare children to meet the expectations for Phonics in Year 1.	Pupil Premium children made more steps progress in Reading (7.6) compared to non-pupil premium children (7.2). Pupil Premium children made more steps progress in Writing (4.9) compared to non-pupil premium children (4.6). Four out of the eight pupil premium children went on to achieve a Good Level of Development. For three of these children, it would not have been possible without the phonics intervention.
Disco Ducks	£98	Reception	To improve emotional security and engagement with school.	Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that

				they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)
Morning Snacks	£1848.97	Whole school, disadvantaged pupils.	To improve the concentration of <i>disadvantaged pupils</i> in school. (A Theory of Human Motivation: Abraham Maslow, 1943).	Attainment as a result of this intervention is difficult to demonstrate but soft data from teachers reflects research which shows that children are readier for learning when not hungry.
Peripatetic music lessons	£378.20	Year 3 and 4	To provide experiences for <i>disadvantaged pupils</i> that they may not receive at home. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015).	Again, the academic impact of this intervention is difficult to attribute directly to the use of the pupil premium but research suggests that this type of spending is rewarded in the longer term. However the disadvantaged pupils accessing this support have made better progress in their reading and writing than the average of the cohort.
Sports Club Involvement	£2,079	Years 1 to 4	To improve emotional security and engagement with school.	Teachers reported that attendance of sports clubs had a positive impact on the self-esteem of disadvantaged pupils who attended these opportunities. The looked forward to taking part, enjoyed the competitive aspects of the activity and appeared more settled in class.
Hornet Literacy Primer and Word Wasp resources.	£310	Stage 2 pupils with reading and writing needs.	To support <i>disadvantaged pupils</i> with additional reading and writing needs to close the attainment gap.	In Year 3 one pupil closed an initial gap in reading by making 8 points progress and achieving ARE. In Year 2 a pupil only made 2 points progress compared with a class average of 5.7 points in Reading.
Talk Boost Resources	£137.00	Reception	<i>Talk Boost</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1)	Pupil Premium children made more steps progress in Listening and Attention (6.0) compared to non-pupil premium children (5.6) Pupil Premium children made more steps progress in Understanding (5.7) compared to non-pupil premium children (4.5). Pupil Premium children made more

			to make progress with their language and communication skills.	steps progress in Speaking (6.6) compared to non-pupil premium children (4.7).
Talk Boost Delivery	£284.70	Reception	<i>Talk Boost</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.	Pupil Premium children made more steps progress in Listening and Attention (6.0) compared to non-pupil premium children (5.6) Pupil Premium children made more steps progress in Understanding (5.7) compared to non-pupil premium children (4.5). Pupil Premium children made more steps progress in Speaking (6.6) compared to non-pupil premium children (4.7).
1:1 phonics and mathematics support from a qualified teacher.	£475	Reception	One to one phonics support and basic maths skills to help a <i>disadvantaged pupil</i> close the gap between attainment and ARE.	The pupil who received this short term, intensive intervention showed clear development in phonics, including significant improvement in recognition of initial sounds and increased fluency in blending. In mathematics, there was a significant impact in terms of number recognition and counting.
Maths Resources	£176.40	Reception	To provide resources required to support the delivery of mathematics intervention to <i>disadvantaged pupils</i> .	Pupil Premium children made more steps progress in Number (6.7) compared to non-pupil premium children (6.0). Four out of the 8 pupil premium children went on to achieve a Good Level of Development. For three of these children, it would not have been possible without class intervention.
Phonics Resources	£58.93	Reception	To provide resources required to support the delivery of phonics intervention to <i>disadvantaged pupils</i> .	Pupil Premium children made more steps progress in Reading (7.6) compared to non-pupil premium children (7.2). Pupil Premium children made more steps progress in Writing (4.9) compared to non-pupil premium children (4.6).
Target Tracker Software and training	£1,642.20	Whole school	To increase the link between attainment and planning, to improve the feedback given to <i>disadvantaged pupils</i> and to track progress of target groups.	It is much easier for teachers and the leadership team to track the progress of disadvantaged pupils and many programmes of intervention have been based on the objectives identified using this software.

Homework Club (Small group tuition before school for homework )	£1958.40	Reception and Year 1	To enable pupils to access a range of IT resources and receive teacher support to help with homework that would otherwise not be completed.	Pupils who attended were supported in completing the homework that they had been set. Increased self-esteem and engagement with learning.
Daily 1:1 Reading	£462	Elm	To ensure that disadvantaged pupils received the same experience of daily reading, in school, that all parents are actively encouraged to provide at home.	Pupil made 6 points progress and achieved ARE.
Phonics Intervention	£462	Elm	To ensure that pupils meet the expectations of the Year 1 Phonics Assessment	Pupil made significant improvement in phonic understanding and passed the Phonics Test.
Talk for Writing and Assessment for Learning course.	£855.00	Whole School	Three delegates attended and shared information through whole school staff training.	This training led to significant improvements in the use of teacher and peer feedback and the introduction of a whole school <i>Growth Mindset</i> strategy. Teachers and parents have reported that pupils are increasingly using the language of <i>Growth Mindset</i> and much better at suggesting areas for improvement in their learning and identifying their 'next steps.' The EEF has highlighted the use of feedback and the introduction of meta-cognition strategies as two particularly effective strategies for improving pupil outcomes.
Daily Reading	£278	Beech Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all parents are actively encouraged to provide at home.	Pupil made 7 points progress in Reading and achieved ARE.
Daily Reading	£2313	Maple Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all	Pupils made an average of 6.4 points progress in reading over the year as compared with the whole class average of 5.9 points of non-disadvantaged pupils.

			parents are actively encouraged to provide at home.	
Maths Intervention Spring 2016	£351	Maple Class	To provide a focused intervention to ensure <i>disadvantaged pupils</i> make average or above progress and achieve age-expected attainment.	Pupils made an average of 2.7 points progress in maths over the year as compared with the whole class average of 2.6 points of non-disadvantaged pupils during the period of intervention.
Spelling Intervention	£807	Maple Class	To provide a focused intervention to the fill gaps in age expected spellings that prevented pupils from achieving ARE in Writing.	Pupils made an average of 4.7 points progress in Writing over the year compared to 5.8 points for their non-disadvantaged peers.
Early Morning Maths	£610	Maple Class	Daily mathematics intervention to target specific gaps and ensure that <i>disadvantaged pupils</i> make progress that matches or exceeds that of their non-disadvantaged peers.	Pupils made an average of 5.9 points progress in Mathematics over the year compared to 5.8 points for their non-disadvantaged peers.
Maths Intervention	£199	Willow Class	Small group maths intervention designed to address the needs of a small number of pupils exhibiting traits of dyscalculia.	No clear impact on the disadvantaged pupil who participated in this intervention.
Daily Phonics	£99.64	Willow Class	Small group phonics aimed at accelerating the development of phonological awareness to close the gap with non-disadvantaged peers.	No clear impact on the disadvantaged pupil who participated in this intervention.
Daily Reading	£237	Willow Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all parents are actively encouraged to provide at home.	No clear impact on the disadvantaged pupil who participated in this intervention.

Hornet Literacy Primer and Word Wasp and staff deployment	£800	Rowan Class	Staff deployment to deliver Hornet Literacy Primer and Word Wasp for phonics catch-up.	Pupil made 2 points progress compared with a class average of 5.7 points in Reading.
English Intervention	£740	Rowan Class	To provide adult intervention to help <i>disadvantaged pupils</i> make average or accelerated progress and achieve age-expected attainment.	Pupils made an average of 6.4 points progress in Writing compared to 5.8 points for non-disadvantaged pupils.
Maths Intervention	£740	Rowan Class	To provide adult intervention to help <i>disadvantaged pupils</i> make average or accelerated progress and achieve age-expected attainment.	Pupils made an average of 5.4 points progress in Writing compared to 5.1 points for non-disadvantaged pupils.
Daily Reader	£1388	Rowan Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all parents are actively encouraged to provide at home.	Pupils made an average of 5.4 points progress in reading over the year as compared with the whole class average of 5.8 points of non-disadvantaged pupils.
Handwriting Intervention	£370	Rowan Class	To provide focused intervention to support children in achieving ARE in this important aspect of the English curriculum.	Pupils made an average of 6.4 points progress in Writing compared to 5.8 points for non-disadvantaged pupils.
Hornet Literacy Primer and Word Wasp and staff deployment	£640	Sycamore Class	To support pupils with additional reading and writing needs to close the attainment gap.	Pupil closed an initial gap in reading by making 8 points progress and achieving ARE.
Priority Reading	£740.22	Sycamore Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all parents are actively encouraged to give their children at home.	Pupils made accelerated progress, an average of 7.5 points, over the year as opposed to an average of 6 points for the whole class.

Maths Intervention 50% Teacher	£807	Sycamore Class	To provide adult support in lessons and through intervention to ensure <i>disadvantaged pupils</i> make average or above progress and achieve age-expected attainment.	Pupils made accelerated progress, an average of 7 points, over the year as opposed to an average of 5.8 points for the whole class.
English Intervention 50% Teacher	£807	Sycamore Class	To provide adult support in lessons and through intervention to ensure <i>disadvantaged pupils</i> make average or above progress and achieve age-expected attainment.	Pupils made accelerated progress, an average of 7.5 points, over the year as opposed to an average of 6.1 points for the whole class.
Handwriting Intervention	£342	Sycamore Class	To provide focused intervention to support children in achieving ARE in this important aspect of the English curriculum.	Teacher reported significant improvement in handwriting, which contributed to an average of 7.5 points progress in English
Homework Club - Small group tuition before school for homework	£1958.40	Years 3 and 4	To enable pupils to access a range of IT resources and receive teacher support to help with homework that would otherwise not be completed.	Pupils who attended were supported in completing the homework that they had been set. Increased self-esteem and engagement with learning.
Hornet Literacy Primer and Word Wasp and staff deployment	£740	Chestnut Class	To support pupils with additional reading and writing needs to close the attainment gap.	A limited amount of progress recorded as a result of this intervention.
SEAL Support	£28.47	Chestnut Class	Aimed at improving pupil confidence and self-esteem 'It's Good to be Me'	Teachers report attendees' improved relationships with their peers and improved disposition towards their learning.
Daily Reading	£734	Chestnut Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all parents are actively encouraged to give their children at home.	Average of 5.75 points progress during the academic year, with half the children exceeding age-expected attainment.
English Support	£807.30	Chestnut Class	To provide adult support in lessons and through intervention to ensure	Average of 5.75 points progress during the academic year, with half the children exceeding age-expected attainment.

			<i>disadvantaged pupils</i> make average or above progress and achieve age-expected attainment.	
Maths Support	£807.30	Chestnut Class	To provide adult support in lessons and through intervention to ensure <i>disadvantaged pupils</i> make average or above progress and achieve age-expected attainment.	Average of 5.75 points progress during the academic year, with half the children exceeding age-expected attainment.
Mathletics	£1900	Chestnut Class	To increase parental involvement and children's attainment in maths.	Average of 5.75 points progress during the academic year, with half the children exceeding age-expected attainment.
Afterschool Clubs: Maypole, Netball Club and Cheerleading	£1,229	Chestnut Class	To improve emotional security and engagement with school.	Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)
Reading Intervention 3x per week	£478	Birch Class	To develop reading fluency and understanding of texts read.	Two pupils have made 9 steps progress (and 2 years improvement in reading age). One pupil made 8 steps progress.
Extended Reading	£242	Birch Class	To extend higher achieving <i>disadvantaged pupils</i> to develop deeper understanding of texts and ensure they make ARE.	Pupils achieved ARE, increased self-esteem and improved attitudes towards learning and school in general.
Weekly 1:1 Phonics	£1215	Birch Class	To deliver focussed 1 to 1 phonics at a stage specific level.	Pupil made 8 steps progress in reading for the year.
Wordless story books	£20.97	Birch Class	Sophisticated wordless story books provided to support a <i>disadvantaged pupil</i> with English as an additional language.	Pupil made 8 steps progress in reading for the year.



Maths Intervention 50% Teacher	£807.30	Birch Class	To move pupils closer to ARE for Mathematics through targeted, structured intervention.	Pupils either meeting ARE or making between 5 and 7 steps progress.
Phonics Intervention	£190	Birch Class	To secure phonic awareness and accelerate improvement in reading.	Pupil made 8 steps progress in reading during the year.
Writing Support from Class Teacher	£1,228.5	Birch Class	1 to 1 support in lessons from Class Teacher to address specific gaps in learning.	Pupils made 12, 8, 7 and 6 steps progress in writing respectively during the year.
Daily Reading	£740.22	Birch Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all parents are actively encouraged to give their children at home.	Mean average reading progress of this group was 7.25 steps for the year.
Handwriting Support	£683.24	Birch Class	To support children in a key area of the new English curriculum and develop their confidence and self-esteem.	Significant improvement in presentation of written work – 6 points progress in Writing.
Funding support for PGL residential educational visit	£1,000	Year 4	To provide experiences for disadvantaged pupils that they may not receive at home. To develop readiness to learn, confidence and ambition.	Information from teachers has shown that children who have accessed this visit showed greater engagement in school and the curriculum upon return. Improved relationships between pupils and between staff and pupils were also reported to have improved.
Reading Intervention 3x per week	£370	Hazel Class	To develop reading fluency and understanding of texts read.	Steps progress in Reading ranging from 5 to 9 points for all 3 pupils.
Regular In-Class Reader	£740.22	Hazel Class	To ensure that <i>disadvantaged pupils</i> received the same experience of daily reading, in school, that all parents are actively encouraged to give their children at home.	Steps progress in Reading ranging from 5 to 9 points for all 3 pupils.

Phonics Intervention	£380	Hazel Class	To secure phonic awareness and accelerate improvement in reading.	Phonics awareness improved and reflected in a mean average of 7 points progress in Reading for the pupils involved.
Writing Support Teacher	£307	Hazel Class	1 to 1 support in lessons from Class Teacher to address specific gaps in learning.	Greater confidence and increased success with independent writing.
Spelling Intervention with Teacher	£369	Hazel Class	Focused small group spelling support from Class Teacher to overcome a significant barrier to progress in Writing.	Greater confidence and accuracy in spelling – 5 points progress in Writing over the Year.
Play Therapy	£3115	KS2	To build pupil resilience to family circumstances, to develop ability to communicate openly and assist with transition to middle school.	TBC
Extra midday supervisors to run lunchtime clubs	£3,904	Whole school	To develop 'Emotional Well Being' of <i>disadvantaged pupils</i> . To reduce number of conflicts on playground at lunchtime between disadvantaged pupils with behaviour difficulties and other children.	Number of incidents reported by lunchtime supervisors has reduced and pupils with emotional difficulties have formed relationships with their peers and adults during board game sessions.
1 to 1 teacher support for <i>disadvantaged pupils</i> to meet their individual needs.	£2700	Reception, Year 3 and Year 4	To address individual needs of children to allow them to make accelerated progress and improve their attitude to learning.	Two Year 4 pupils made 3 steps progress in reading (average for class 2.6), 3 points progress in writing (average 2.4), 3 points progress in mathematics (average 2.4) during the term the intervention covered. Two pupils joined the school at the start of this period without baseline information, but teachers report that they benefited from these session in terms of attitude to learning.
Transport to allow pupil and parents attend a	£10	Year 4	An additional visit was arranged to aid smooth transition to middle school for a <i>disadvantaged pupil</i> .	The pupil's and parents' concerns regarding transition were allayed and follow-up discussions have shown that the start at the new setting has be positive and attendance good.

transition event at Middle School				
Hotshots Basketball subscription.	£50	Year 4	Costs of attendance at a before school sports club for a <i>disadvantaged pupil</i> .	<p>The pupil was provided with an extra-curricular opportunity attended by his peers. The pupil clearly enjoyed the activity and was more settled in class on the days that it was attended.</p> <p>Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)</p>
Multi-sports Summer Club	£31.90	Year 4	Costs of attendance at a holiday time sports club for a <i>disadvantaged pupil</i> .	<p>It provided the pupil with an experience that they would otherwise have been unable to access.</p> <p>Attainment as a result of this intervention is difficult to demonstrate, but pupils were provided with experiences that they may not receive outside school. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)</p>