

## Pupil premium 2015-16 Allocation

No.	Area of intervention	Projected cost	Objective
1	Phonics training	£10,000	<p>To develop bespoke, high quality phonics teaching across the whole school.</p> <p><b>Impact:</b>  <b>Rec :</b> At phase 3, 58% of FSM pupils were secure and 56% of all pupils were secure. This is an improvement on previous years.</p> <p><b>Yr 1:</b></p> <ul style="list-style-type: none"> <li>• Increase in proportion of FSM pupils achieving check (2016: FSM :73% non FSM : 71%; 2015: FSM :56% non FSM : 52%).</li> <li>• Proportion of FSM and non-FSM working at the phonics threshold are in line (FSM: 73%, non-FSM:71%)</li> </ul> <p><b>Yr 2 :</b></p> <ul style="list-style-type: none"> <li>• Proportion of FSM and non-FSM working at the phonics threshold are in line (FSM: 82%, non-FSM:83%)</li> </ul>
2	Additional staffing (Teacher) in Year 5 for writing.	£ 5 650	<p>To develop progress and attainment in Year 5 writing.</p> <p><b>Impact :</b> Book scrutiny and moderation show that FSM pupils made progress.</p>
3	Additional staffing in Year 6: DHT, for reading, SPAG, writing and AHT for maths	£ 35 000	<p>To develop progress and attainment in Year 5 and 6</p> <p><b>Impact:</b>  <b>Yr 6 outcomes:</b>            Combined Re, Wr, M All: 51%; FSM : 50%; non-FSM: 51%; Scale score (Re, M) : 99.1            90% of pupils made expected+ in Writing; 60% of FSM pupils made expected+ progress in Maths; 30% of FSM pupils made expected+ progress in Reading</p> <p><b>Yr 5 outcomes:</b>  <b>Maths :</b> In-house assessment information analysis shows proportion of disadvantaged and other pupil progress is in line. FSM pupils made a little more progress than non-FSM.</p>
4	Additional staffing (teachers) in Reception, Year 1 and Year 3 – targeting of pupils	£17 250	<p>To target progress and attainment of pupils in Reception (Writing), Year 1 (Phonics) and Year 3 (Reading)</p> <p><b>Impact:</b>  <b>Rec:</b> Literacy Good level of Development FSM: 55%, Non- FSM : 57%</p> <p><b>Yr 1:</b> Rise of 17% (from the previous year) of FSM pupils achieving the check.</p> <p><b>Yr 3:</b> In-house assessment information analysis shows proportion of FSM and non-FSM pupil progress is in line.</p>
5	Lower KS2 leader in Year 3 and 4	£ 36 053	<p>To support Teaching and Learning in Year 3 and 4. Planning and monitoring of interventions across the phase, targeting basic literacy and numeracy skills. Supporting teachers in phase in planning, modelling lessons and support with Reading and Maths.</p>
6	KS2 Intervention teaching assistants	£34 896.00	<p>To improve attainment and progress of targeted pupils in English and Maths.</p>

7	Free breakfast club for eligible pupils run by Learning mentors	£3200.00	Improved participation, emotional well-being and attendance
8	Full time Senior learning mentor and Learning mentors	£59997.00	Improved attendance, engagement and well-being of pupils. Engagement of families. <b>Impact:</b> 75% of pupils who were mentored made expected or greater than expected progress in at least one subject. Attendance: 28 pupils targeted : 77% showed an improvement in attendance as a result of interventions.
9	Maths intervention programme delivered by teaching assistants after school in Yr 1, Yr 3 and 4.	£6623.00	' <i>Maths Whizz</i> ' and <i>Mathletics</i> Computer based programme used to improve recall of Maths facts and target specific pupils across the school. <b>Impact:</b> In-house assessment information analysis shows proportion of disadvantaged and non-disadvantaged pupil progress is in line.
10	Release time for Senior leaders to track interventions	£44388.00	To plan for and monitor the impact of interventions. <b>Impact:</b> <ul style="list-style-type: none"> <li>• Range of interventions in place across the school – in house data shows that, in Reading and writing, in-house assessment information analysis shows proportion of FSM and non-FSM pupil progress is in line.</li> <li>• Book scrutiny and moderation show increase teacher understanding of new curriculum and assessment.</li> </ul>
11	After school booster classes for Yr 1 Phonics, Yr 2 Maths, Yr 5 Writing, Yr 5 Maths, Yr 6 SPAG, Writing and Maths	£2177.04	Targeted interventions delivered by teachers and SENCO to improve progress and attainment. <b>Yr 1 :</b> Increase in proportion of FSM pupils achieving check <b>Yr 2 Maths:</b> FSM : 64% of FSM pupils at expected standard in Maths; 58% of non-FSM pupils at expected standard in Maths <b>Yr 5 Writing, Yr 5 Maths :</b> in-house assessment information analysis shows that FSM pupils made a little more progress than non-FSM. <b>Yr 6 Combined Re, Wr, M All:</b> 51%; FSM : 50%; non-FSM: 51%; 90% of pupils made expected+ in Writing; 60% of FSM pupils made expected+ progress in Maths;
12	Investment in ICT equipment and software to engage learners – purchase of i-pads	£56 000.00	Maths and English programmes to engage learners and improve attainment and progress. <b>Impact :</b> Lesson observations and pupil conferencing/questionnaires show improvements in learner engagement.
13	Subsidised school uniform	£570.00	To improve behaviour and attitude to learning.
14	Malachi Counselling service available at school	£9120.00	To provide counselling and support to families to improve their well being. <b>Impact :</b> Improvements in self-esteem, attitude to learning and well being of families. Some improvement in progress in Reading, Writing or Maths also evident.
15	Training for new staff in Promoting Alternative Thinking Strategies (PATHS) behaviour programme.	£7620.00	To improve behaviour, well being and attitudes to learning. <b>Impact:</b> Improvement in staff and pupil understanding of social and emotional aspects of learning.

16	Easter and Summer holiday play scheme places funded for specific pupils.	£1000.00	To provide positive experiences and raise self-esteem during school holidays.
17	Fully funded Year 6 residential.	£16200.00	To provide first hand experiences for pupils, boost self-esteem and confidence and improve attainment and progress.
18	Subsidised educational visits for children from reception to year 6	£6000.00	To provide first hand experiences linked to the curriculum to improve attainment and progress. Impact : Book scrutiny shows an improvement in children's writing where pupils have been on a visit/had visitors.