

Intended Spend for Pupil premium 2016-2017

Data taken from October Census.



| Financial year | Amount of Pupil Premium funding |
|----------------|---------------------------------|
| 2016-2017 | £32,820 |

| Percentage of FSM pupils | | |
|---|---------|-----------------|
| Number of EFSM pupils eligible for the Pupil Premium | @£1,320 | = 16 £21,120 |
| Number of adopted pupils eligible for the Pupil Premium | @£1,900 | =0 |
| Number of service children eligible for the Pupil Premium | @£300 | =39 =£11,700 |
| | | Total £32,820 |

NB This is different to MOD Grants which are allocated for particular projects, identified by the Leadership Team

Intention for PPF Expenditure

| Pupil Premium used for: | Amount allocated to the intervention / action (£) | Is this a new or continued activity/cost centre? | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | How will this activity be monitored, when and by whom? How will success be evidenced? | Actual impact: What did the action or activity actually achieve? |
|---|---|--|--|---|---|--|
| Funding teaching Assistant hours to support Disadvantaged pupils through high quality teaching and intervention | £25,000 | Continued activity | To support PPF pupils across school within gardening intervention. Outdoor learning activities that include science, maths, speaking and listening Provide additional activities within the classroom to close gaps in subject knowledge | To enable pupils to increase self- esteem and have confidence when approaching learning tasks | Pupil Progress Meetings Tracking systems LT | All disadvantaged children made progress over the year- some made accelerated progress. Gaps (such as where reading age was below) were closed which led to increased confidence and self-esteem. As well as academic support, emotional support was provided by TA's where deployment had a negative impact on child wellbeing. |
| Funding trips and extra-curricular activities/clubs | £1000 | Continued/New | To contribute towards trips/clubs for all year groups | To provide additional, engaging activities for children 2016-2017 contribution towards school choir | Pupil Interviews LT | Disadvantaged children took part in a wide range of clubs including, sports clubs to promote a healthy lifestyle and clubs to gain additional skills (such as a sewing club). The y5/y6 residentials allowed disadvantaged children to gain independence, improve their team work and gain wider experiences. |

| | | | | | | |
|---|-------|---------|--|--|---|---|
| External assessment material | £3000 | New | Assessment of core subjects and Tracking Additional tests | To inform performance data and plan next steps in learning | Pupil Progress Meetings Tracking systems Teaching Staff, LT | As well as giving summative assessment data to track progress and attainment, the GL assessment software provided individual reports for each child which identified strengths and areas of weakness. This helped teachers to close gaps and celebrate successes. It also has screener tests, such as for dyslexia, which were used to identify SEND needs and allow tailored support. |
| Staff training/parent Information Sessions | £1500 | Ongoing | Target specific interventions for Reading and Writing or EBD support | Ensure pupils are achieving Age related expectations and make better than expected progress. | Performance Management CPD monitoring Parent feedback LT | CPD for staff focused on barriers to attainment for disadvantaged children and included a full day's conference focused on the disadvantaged for the pupil premium champion. The strategies shared at this conference were then shared with the whole staff body. Parent workshops included a maths workshop to help parents understand how to help children with their maths homework. |
| Teaching Assistant Hours to support MOD children through club | £2000 | Ongoing | To support pupils transition between schools. Support pupils affected by deployment of parents. | Ensure pupils receive emotional support. Communication with parents whilst on detachment. | Pupil well being Pupil Interviews TA | The 'Benson Arrows' group provided high quality support to children whose parents were deployed. Resources were bought, such as books about |

| | | | | | | |
|------------------------|---------|---------|--|---|---|--|
| | | | | Develop links with local RAF base. | | separation, which helped children to process their emotions. Children who joined or left the school were helped through times of transition. |
| Intervention Materials | £500 | Ongoing | Purchase resources to support pupils with maths and Literacy | To increase attainment in Literacy and maths. To accelerate progress in all subjects. | Performance data Pupil Progress Meetings | A range of concrete, pictorial and revision materials helped disadvantaged children to make progress and consolidate learning. Revision guides for y6, which were sent home, helped children and families access the curriculum at home. |
| Total | £33,000 | | | | | |

Progress data 2016-2017

This data tracks children who receive both pupil premium and service premium.

| Year group | % who made 3 or more steps progress in Maths | % who made 3 or more steps progress in Reading | % who made 3 or more steps progress in Writing |
|------------|--|--|--|
| EYFS | The one child who received the early year's premium met the early learning goals. | | |
| 1 (5 chn) | 100% | 100% | 100% |
| 2 (10 chn) | 100% | 80% (2 children below*) | 80% (2 children below*) |
| 3 (10 chn) | 100% | 100% | 100% |
| 4 (7 chn) | 100% | 71% (2 children below*) | 86% (1 child below*) |
| 5 (3 chn) | 100% | 100% | 100% |
| 6 (6 chn) | 83% (1 child below*) | 83% (1 child below*) | 100% |

* Most of the children who did not make 3 steps progress made 2.5 steps so were very close to making good progress. Any child who made less than 3 steps progress is being closely monitored by SLT and teachers are focusing on closing gaps and providing QFT to enable strong progress. Illness, absence and SEND are some of the reasons for less than 3 steps progress for these few specific disadvantaged children. Families and children are receiving extra support in these cases.

Attainment data 2016-2017
%Include ERSM, FSM and Service

| Year group | % meeting age expectations in Maths | % meeting age expectations in Reading | % meeting age expectations in Writing | % meeting age expectations in RWM |
|------------|-------------------------------------|---------------------------------------|---------------------------------------|-----------------------------------|
| 2 (11 chn) | 73% | 82% | 73% | 73% |
| 6 (6 chn) | 50% (3 chn) | 50% (3chn) | 50% (3 chn) | 50% (3 chn) |