



Statement regarding the allocation of the Pupil Premium

Includes breakdown of how the Pupil Premium was allocated in 2015-2016.

School Vision Statement:

We strive to encourage all our pupils to aspire to the highest levels of academic, social, emotional and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential and, in doing so, make a positive difference to the lives of others.

The targeted and strategic use of Pupil Premium will support us in achieving our vision. Pupil Premium is additional funding provided to schools for supporting children who are at a greater risk of under-achievement.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. It is important to stress that Pupil Premium funding is not ring-fenced for the individual child that attracts it. Whilst schools are held to account for the achievement of pupils who attract the Pupil Premium, schools have the flexibility to spend the additional funding as they see fit. A school may, for example, decide to train their staff in recognising and responding to attachment-related issues; or that a particular adopted child needs tailored support. Alternatively, a school may decide that a whole class intervention is appropriate, resulting in other pupils that do not attract the Pupil Premium benefiting from this alongside those who have been adopted from care.

The SENCO and Head teacher work closely with teachers to draw up a plan on how to make the most effective use of the 2015-16 PPG. This is based on assessment data, IEPs and conversations with staff/ families as appropriate. This is targeted at the relevant group and aimed at 'closing the gaps'.

In deciding which interventions to use we take into account:

- Views of relevant staff
- Views of parents
- Input from children
- Monitoring of effectiveness of previously tried approaches within school

Provision

The range of provision we use the money from is as follows:

- Increasing staff/pupil ratio to allow more additional guided work and focused targeted teaching
- Providing small group work for literacy & numeracy to focus on overcoming gaps in learning
- One to One support
- Additional teaching assistants to offer reading support and interventions for specific children
- Additional teaching and learning opportunities provided by teachers, staff or other agencies
- Providing emotional literacy support through the Emotional Literacy Support Assistant (ELSA) programme
- Providing multi-sensory learning for groups and individual children by trained support staff
- Provide opportunities for children to partake in residential and additional curricular activities (school visits, music tuition, in-school arts activities)
- Educational software e.g. Lexia;
- Purchase of support equipment.
- Provision of multi-sensory learning programmes by teaching assistants

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations or to target pupils who are making less than expected progress. Pupil Premium resources may also be used to target able children to achieve Level 3 at KS1 or Level 5+ at KS2.

Provision will be used to support statemented children or those on School Support when there is a specific issue which their SEN funding does not meet.

Reporting

It will be the responsibility of the Headteacher to produce regular reports for the governors on:

- The progress made towards narrowing the gap for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting

A summary of this information will be made known to the full governing body in the Headteacher's report.

The governors of the school will ensure that an annual statement will be published on the school website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Pupil Premium Allocation

Pupil Premium funding for the academic year 2013-14 was £17,101

Pupil Premium funding for the academic year 2014-15 is £25,000

Pupil Premium funding for the academic year 2015-16 is £22,440

Pupil Premium funding for the academic year 2016-17 is £25,080

Disadvantaged pupils Pupil Premium Grant per pupil (2016/17)

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

* The Pupil Premium for 2016-2017 will include pupils on the January 2016 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible in January 2016.

Impact of Pupil Premium Outcomes on Attainment and Progress

FS2 Outcomes for Pupil Premium Children Summer 2016

Number of Children: 2

Child	ELG average
Child A (EAL)	1.2
Child B	2.7

KS1 Outcomes for Pupil Premium Summer 2016

Number of Children: 5

Child	Reading	Writing	Maths	GPS
Child C	Expected	Expected	Expected	Expected
Child D	Expected	Below Expected	Expected	Below Expected
Child E	Above Expected	Above Expected	Above Expected	Above Expected
Child F	Below Expected	Below Expected	Below Expected	Below Expected
Child G	Above Expected	Above Expected	Expected	Above Expected

In summer 2015

- 80% Pupil Premium pupils achieved expected in Reading at Key Stage 1
- 60% Pupil Premium pupils achieved Expected in Writing at Key Stage 1
- 80% Pupil Premium pupils achieved Expected in Maths at Key Stage 1

- 60% Pupil Premium pupils achieved Expected in GPS at Key Stage 1
- 40% PP pupils achieved Above Expected in Reading at Key Stage 1
- 40% PP pupils achieved Above Expected in Writing at Key Stage 1
- 20% PP pupils achieved Above Expected in Maths at Key Stage 1
- 40% PP pupils achieved Above Expected in Maths at Key Stage 1

KS2 Outcomes for Pupil Premium Summer 2016

Number of Children: 4

Child	Reading	Writing	Maths	GPS
Child H	Expected	Expected	Expected	Below Expected
Child I	Expected	Expected	Below Expected	Expected
Child J	Below Expected	Expected	Expected	Expected
Child K	Below Expected	Expected	Below Expected	Expected

In summer 2015

- 50% PP pupils achieved Expected in Reading at Key Stage 2
- 100% PP pupils achieved Expected in Writing at Key Stage 2
- 50% PP pupils achieved Expected in Maths at Key Stage 2
- 50% PP pupils achieved Expected in GPS at Key Stage 2
- 0% PP pupils achieved Above Expected in Reading at Key Stage 2
- 0% PP pupils achieved Above Expected in Writing at Key Stage 2
- 0% PP pupils achieved Above Expected in Maths at Key Stage 2
- 0% PP pupils achieved Above Expected in GPS at Key Stage 2

Current provision 2016-2017

Foundation

Child 1 - 1:1 support for behaviour

Year 1

Child 2 - additional handwriting / working at expected for phonics and number

Child 3 -1:1 phonic support 2/3 x weekly / Daily small group additional reading / small group TA/Teacher support as needed.

Year 2

Child 4 - Additional individual reading / additional writing support 2x weekly

Child 5 - EHCP full time 1:1 support(inc. lunch time) - termly support plan

Year 3

Child 6 - Working at expected

Child 7 - additional reading comprehension / in class small group TA support as needed

Child 8 - working above expected

Child 9 - Speech & Language 3x weekly / in class small group TA support for English & maths as needed.

Child 10 - working at expected levels

Year 4

Child 11 - working at expected

Child 12 - working at expected

Year 5

Child 13 -in class small group support for English & maths as needed

Child 14 - TA 1:1 support 15 hrs per week - Handwriting, sentence writing, reading, reading comprehension, maths catch up, vocabulary, games - friendship & sharing/ in class small group TA support for English/maths / Lexia 2x weekly

Child 15 - in class small group TA support for English & maths / SEN Support teacher additional English support (RWI) 1x weekly/ MSL 2x weekly / Lexia 2x weekly

Year 6

Child 16 - memory boost intervention, maths booster

Child 17 - working at expected

Child 18 - TA 20hrs 1:1 support - Read Write Inc. / guided reading / in class small group/1:1 support for English/maths /SEN Support teacher MSL 2x weekly /Lexia 2x weekly

Child 19 - TA English /maths support to keep on task as required / 1:1 2X weekly catch up - SEN Support teacher Key Worker ELSA

Child 20 - working at expected

All provision is evaluated by the SEND coordinator to ensure impact and new targets are set.