

Impact of 2015 – 16 allocation

Data summary to be completed at end of year assessments

Strategy	Person responsible	Estimated Cost	Intended Impact	Actual Impact
Intervention/Progress/Curriculum				
In-School Interventions (Year groups 1-6) for Maths and Literacy to support PPG children at risk of not attaining in line with non-PPG peers.	CW CT's VH	£12,300	Accelerated progress for identified children reducing the gap with age related expectations (*PPG to make 4 phases steps of progress)	See below Data summary Ofsted 2015 report cited ' <i>The use of the pupil premium has improved recently. Pupils at risk of underachieving are swiftly identified and well-targeted support is provided to increase their progress, especially in literacy and numeracy.</i> ' 'Sharper identification of pupils' needs, stronger teaching and well-targeted support are helping to ensure that gaps in attainment between disadvantaged pupils and the others are closing in most classes.'
Speech Therapy, SPLD, reading, Phonics support for PPG children	CW CT's VH	£4,500	*Accelerated progress for identified children reducing the gap with age related expectations.	See attached data summary.
Level 3 Teaching Assistant to deliver reading/writing interventions in Early Years (40 mins per week)	ZC CT's VH	£500	*Accelerated progress for identified children reducing the gap with age related expectations for specified children.	On entry to reception 23.7% of PPG children were working at ARE in literacy. At the end of the Summer term this stands at 38.6% of children.
Additional specialist teacher for maths in year 6	VH RH	£2,500	*Accelerated progress for identified children reducing the gap with age related expectations. To provide smaller class sizes, allow for personalised learning and target teaching to individuals.	At the beginning of the year 7/29 pupils (24%) were working broadly within ARE for maths. At the end of Summer term 2016 73% of pupils were working at the Expected Standard for maths (74% of PPG pupils)
Additional teacher for Year 2 (0.4 FTE Temporary contract)	ZC TC RH	£15,000	*Accelerated progress towards age related expectations (to be monitored after Dec 2015 data collection). To provide smaller class sizes, allow for personalised learning and target teaching to individuals.	At the end of Summer term 2016 100% of pupils in year 2 made at least minimum sufficient progress in reading and writing and 93% made minimum sufficient progress in maths. 100% of year 2 pupils made good progress in reading and 79% made good progress in writing and maths. Smaller groups has allowed for more personalised targets so that children and adults know what

				children need to do in order to make progress.
Projector and Interactive Whiteboard to allow for interventions to take place in the hall.	RH PC	£3,500	*Accelerated progress for identified children reducing the gap with age related expectations.	Work completed – used for mainly year 6 interventions.
Purchase of in-School Interventions Resources. Phonics (£1000) Maths (£1000)	VH LV	£2,000	*Accelerated progress for identified children reducing the attainment gap with non-PPG peers.	Maths intervention changed to guided learning strategies (see next year's plan) Rapid phonics purchased – used within additional teacher led sessions.
HLTA employed to support specified PP group in class interventions	JB CW VH	£9,500	*Accelerated progress for identified children (specified year groups/ individuals) reducing the gap with age related expectations.	Data analysis used to provide additional support in classes with most additional needs. This is reviewed on a termly basis and changed as needed. See attached data summary
Member of SLT designated to plan, monitor, and evaluate effectiveness of interventions	VH	£5,000	Strategies well matched and effectively meeting intended outcomes with informative and accurate analysis. Reports submitted to parents and governors and information provided to staff.	Reports regularly completed for all stakeholders. Data analysis completed in order to target specific intervention and support as needed. Pupil premium conference attended. Profile of pupil premium throughout the school continues to grow. Case studies developed. Working with other SLT members to ensure that PPG children are highlighted in all areas. Ofsted report 2015 discussed the impact that governance has on Pupil Premium 'Governors ensure that additional funding for disadvantaged pupils is used properly and question the impact of spending on pupils' achievement.' Ofsted 2015 also commented on the identification of individual needs as a strength 'Sharper identification of pupils' needs, stronger teaching and well-targeted support are helping to ensure that gaps in attainment between disadvantaged pupils and the others are closing in most classes.'
Extended booster sessions for Yr 2 and Yr 6 before and after school	VH LV	£3,000	Better results (progress and attainment) at the end of Key Stages for PPG children.	At the end of Summer term 2016 100% of pupils in year 2 made at least minimum sufficient progress in reading and writing and 93% made minimum sufficient progress in maths. 100% of year 2 pupils made good progress in

				<p>reading and 79% made good progress in writing and maths.</p> <p>The gap between disadvantaged pupils and their peers in narrowing.</p> <p>Year 6</p> <p>Reading – at the beginning of the year 4/29 (14%) of pupils were working broadly within ARE and at the end of Summer term 2016 83% of children have met the expected standard.</p> <p>Writing – at the beginning of the year 4 5/29 (17%) of pupils were working broadly within ARE and at the end of Summer term 2016 86% of children have met the expected standard.</p> <p>Maths - at the beginning of the year 7/29 pupils (24%) were working broadly within ARE for maths. At the end Summer term 2016 72% of children have met the expected standard.</p>
Ongoing updates and systems for Ipad use.	JF	£1,000	Increased motivation for learning and accelerated progress for children using mental maths and phonics programs. Children to use technology to develop their metacognition (Learning to learn).	Bought forward into 2016-17 allocation (2 staff meetings already planned in)
Self Esteem/Mentoring/Basic needs				
SLT to act as learning mentor to 24 PPG	SLT	£2,800	Children will become more independent in their learning behaviours, evaluating it and setting their own goals. They will make better progress in lessons due to the feedback they receive.	This has not been as successful as hoped – mainly due to time pressures placed on members of SLT in other areas of their responsibility. To counteract this, the school has purchased philosophy for children training for the next allocation of pupil premium to allow for children to investigate metacognition/learning to learn.
Breakfast Club, Nurture club, and Homework Club	MH LI	£2,700+ £600 + £600	Children who attend clubs are better able to learn and have higher self-esteem and motivation. Improved attendance of target children over time. They see school as a positive influence.	<p>Approx. £5400 spent on PP children to use breakfast club during 2015-16 year. This has led to improved attendance for this group (average of 5.6% improvement over the year)</p> <p>A child who attended breakfast club said 'if it weren't for Ms Isaac collecting me to go to breakfast club I probably wouldn't have been at school very often and I wouldn't have done as well as I have. My sister gets to work with an adult in the mornings and I look after the chicks, which has built</p>

				my confidence and given me something to look after'.
Family Liaison Officer support for identified families in a range of year groups.	LI	£13,500	Improved attendance of target children over time. Fewer exclusions and lost golden time for identified children. Children are better able to cope with school.	Exclusions have improved significantly. Attendance of Pupil Premium group has improved from 92.1% to 93.8% over the past 2 terms. Child protection issues are dealt with in a timely way and next steps from these are monitored. 61 children (entitled to PPG) were supported by the Family Liaison Officer throughout this academic year.
To provide eligible children (new and existing) from PP group with full school uniforms and PE kit.	AW	£700	Higher self-esteem. More positive attitudes towards school. Providing children with the basic preconditions for learning. Supporting families in applying for Pupil Premium.	Uniform has been provided at a cost of approximately £40 per child for new entrants to the school. Developing the knowledge of the support staff dealing with applications has meant an increase in pupil premium funding from an estimated £104,000 to £114,000.
To provide children with appropriate footwear for PE sessions	LI	£300	To fulfil health and safety requirements. Providing children with the basic preconditions for learning.	Completed
Washing machine bought and installed to wash uniform and PE kit	LI PC	£600	Higher self-esteem. Positive attitudes and aspirations towards school.	Brought forward into 2016-17
Sports provision clubs provided for by external	AT KM	£1,000	Increased uptake of extra-curricular activities to develop confidence and personal skills.	Brought forward into Summer Term 2016
CPD				
Supply cover to enable Teachers and TA's to meet half termly and analyse progress of Pupil Premium children prior to pupil progress meeting (data driven at end of term).	CT's TA's	£2,280	All teachers to be fully aware of their pupil premium children and take responsibility for accelerating progress	PPM's focus discussion highly on the progress of pupil premium group. Guided learning strategies support these children in making progress in their learning – see data summary.
Teaching Assistants to meet and support class teacher every term to support pupil progress meetings	CT's TA's	£750	All teacher assistants to be fully aware of their pupil premium children needs and are able to support more effectively.	See above
Supply cover to enable Teachers to complete pupil	CT's	£2, 280	To enable Pupil Premium children time to discuss their learning with their teacher,	Children are beginning to be able to identify their own barriers to learning and discuss what makes it

conferencing with Pupil Premium children in their class half termly (at half term).			identify barriers to their learning and put support plans in place. To allow children to share their work and develop their metacognition.	easier for them to learn e.g. a child in year 3 said that he loves to read but would like to get a chance to do it more often. He also identified that it was the support of TA's additionally that help him learn best.
Maths/English leader released to provide 1-1 coaching for teachers in strategies to support PP children (marking and feedback)	VH LV	£1,900	Teachers to use feedback effectively for identified pupils. Metacognition strategies introduced and embedded. Marking policy amended to reflect the high profile of Pupil Premium. These children's books will be marked first by the class teacher.	Marking policy to be discussed in further detail in May 2016 – feedback, both oral and written, will be a priority for the academic year 2016-17.
Enrichment				
Crèche provision for adult learning (HAFL's) course	LI	£1,000	Parental engagement from Early Years provision throughout KS1 and KS2.	Parent voice was very positive about the impact of the HAFLS courses. One parent said that she found the course helped her to understand maths again and she was now able to help her daughter with her work with more confidence. She also said it wouldn't be possible for her to attend a course like this without the support of the school and the crèche.
Subsidise the cost of school visits and residential for all PP children.	AW	£5,000	PP will attend all school visits and residential. Increased attendance, positive learning attitudes.	Attendance for PPG children has increased from 92.1% to 93.8% (+1.7%) Children have had a wide range of writing opportunities from these experiences. (Isle of Wight residential, Lion King Theatre, Kew Gardens, Seaside, Kidzania etc.) One child said she felt it was really important the trips could be attended by everyone and if this weren't the case she could not have come to the Year 6 residential. She said ' I was originally afraid of heights and now I feel more confident; I didn't know how I would feel being away from my family but I felt safe'.
To provide trophies for the annual awards night.	AW	£250	To raise the aspirations of the Pupil Premium group of children by recognising their successes.	52 pupil premium children won an award this academic year (46%) These children were better able to appreciate their successes and had raised their aspirations for the future. Pupil Voice – 'I was pleased that I got an award that my friends voted for me to get. I was really happy and giddy to win the Headteacher's award – other people will think of me as a role model'.

				'I felt really proud and special. My family said they were proud of me and that my Dad would be so proud. I try my hardest, have been strong this year and shown the school values. I want to continue to achieve more next year'.
Attendance awards organised to improve attendance of designated group	LI	£300	Improved attendance of carefully chosen target children over time. Children are better able to cope with school.	Attendance for PPG children has increased from 92.1% to 93.8% (+1.7%)
Counselling and Play therapy for identified child(ren) in all year groups as needed.	LI	£2, 400 +	Improved attendance of target children over time. Fewer exclusions and lost golden time for identified children. Children are better able to cope with school.	<p>A predicted number of 4 pupil premium children were planned to have counselling during this academic year. However a total of 9 PP children have already been in receipt of counselling or play therapy this year. Exclusions have decreased from 74 days in the Autumn term to 4.5 days in the Spring term.</p> <p>Pupil voice – 'Shirley helps me get rid of all my stresses, she listens to me and lets me talk to her about anything, we play games and have lots of fun.'</p>

Data Summary

PPG Children working at ARE (last year) based on Teacher Assessment

	Reading	Writing	Maths
Year 1	55 (55)	55 (55)	64 (55)
Year 2	60 (27)	67 (40)	73 (53)
Year 3 New curriculum	77 (77)	77 (77)	81 (89)
Year 4	40 (31)	40 (8)	60 (15)
Year 5	77 (64)	62 (43)	77 (50)
Year 6	79 (0)	84 (0)	84 (6)

PPG children making at least expected progress over the Key Stage

		Reading	Writing	Maths
Year 1	Minimum	89	89	89
	Good Progress	56	56	56
	Very Strong Progress	22	22	11
Year 2	Minimum	100	100	93
	Good Progress	100	79	79
	Very Strong Progress	29	29	50
Year 3	Minimum	89	89	89
	Good Progress	89	56	78
	Very Strong Progress	44	44	33
Year 4	Minimum	93	100	100
	Good Progress	86	93	93
	Very Strong Progress	64	64	57
Year 5	Minimum	92	92	100
	Good Progress	92	77	85
	Very Strong Progress	69	31	54
Year 6	Minimum	94	94	100
	Good Progress	89	94	95
	Very Strong Progress	28	78	68

