

**PUPIL PREMIUM**

**PLANNING AND EVALUATION OUTLINE  
July 2016**

<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention/ action</b>	<b>Is this a new or continued activity/cost centre?</b>	<b>Summary of the intervention/action</b> <i>including details of year groups and pupils involved, and the timescale</i>	<b>Intended outcomes</b> <i>How will this intervention or action improve achievement for pupils eligible for Pupil Premium? What will be achieved if successful?</i>	<b>Monitoring</b> <i>How? When? By whom? Success criteria</i>	<b>Impact</b> <i>Specific details Future actions</i>
Reading support	£ 3,786	Continued <i>implemented Sept 2012</i>	Reading Manager employed 10 h/p/w  1:1 reading for identified pupils in  KS2 2x per week ongoing  6 pupils involved	To ensure that the pupils improve their reading skills and have the opportunity for additional 1:1 reading All pupils make at least the expected 3 steps progress over the year	Data analysis Termly Headteacher  100% of pupils involved are on track to make at least 3 point progress in reading over the year	Pupil premium pupils made significant progress with this support. <b>Continue into 2016/17</b>
Writing support	£ 18,643	Continued <i>implemented Sept 2012</i>	13% apportioned costings for TA support both within classes and as additional interventions  Word and sentence level work Ratio 2:1  Comprehension groups Ratio 3:1 (max)  KS2 1X per week each group Ongoing  All eligible PP and disadvantaged pupils involved	To ensure that the pupils improve their writing skills and have the opportunity for additional 1:1 reading All pupils make at least the expected 3 steps progress over the year	Data analysis Termly Headteacher  100% of pupils involved are on track to make at least 3 step progress in writing over the year	All pupils involved with this support made expected progress, with 72% making more than expected progress. <b>Continue into 2016/17</b>

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MDA	£884	New	MDA (apportion costings) first aid allocation as a permanent place for pupils to attend if needed  All pupils involved	To ensure that the pupil becomes more independent with going to a set location for first aid	Lead MDA Line manager  Pupils are not having issues followed up once back in class	Pupils are able to attend first aid station and all recordings are noted  Issues are dealt with before returning to class at the end of lunch time. <b>Continue.</b>
Curriculum equipment	£ 4,000	Continued	Funding used to supplement additional curriculum activities that require funds from parents  Resources such as specific reading books to encourage reluctant readers  Training for staff to implement P4C to encourage open ended discussions	To ensure that pupils gain the experience of wider opportunities  Impact to be seen in team building, self-esteem	Data analysis Termly Headteacher  100% of pupils involved are on track to make at least 3 point progress over the year (R, W, M)  Pupils' self-esteem and attitude shows positive improvement	All pupil premium pupils are more confident in discussions and being involved in whole class learning. They are more confident with sharing information about their abilities. <b>Develop other areas.</b>
Equality of opportunity	£ 675	continued	Supplementing school trips, events and workshops  All PP and disadvantaged pupils	To ensure that pupils gain the opportunity to experience outdoor and adventurous activities, cultural events and other opportunities otherwise unavailable through the curriculum	Pupils' self-esteem and attitude shows positive improvement	All pupil premium pupils attend school trips and residential. Confidence by being involved has soared. <b>Fully fund events.</b>

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Milk	£190	New	<p>Milk is offered at lunchtimes to ensure that all pupils are encouraged to have a nutritional drink</p> <p>All pupils involved</p>	Pupils' appetites are more fulfilled and in turn they are more prepared for afternoon learning	<p>Lead MDA Line manager</p> <p>Pupils are more focussed on their learning in afternoon sessions</p>	<p>Less minor behaviour issues during the afternoon.</p> <p style="background-color: yellow;">Continue into 2016/17</p>

#### Attainment at the end of Key Stages (% at ARE)

##### KS1

	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>	<b>Gap</b>
Reading	100%	86.2%	+13.8%
Writing	100%	75.9%	+24.1%
Maths	100%	96.6%	+3.4%

##### KS2

	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>	<b>Gap</b>
Reading	100%	100%	-
Writing	50%	89.7%	-37.9%
Maths	50%	93.1%	-43.1%

#### Impact on making expected or better progress 2015-2016

<b>Year Group</b>	<b>Subject</b>	<b>Pupil premium</b>	<b>Not pupil premium</b>	<b>Gap</b>
Year 1	Reading	100%	100%	-
	Writing	100%	82.8%	+17.2%
	Maths	100%	100%	-
Year 2	Reading	100%	82.8%	+17.2%
	Writing	100%	89.7%	+10.3%
	Maths	0%	100%	-100% (1 pupil)
Year 3	Reading	100%	100%	-
	Writing	100%	93.2%	+6.8%
	Maths	100%	100%	-

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Year 4	Reading	100%	100%	-
	Writing	100%	100%	-
	Maths	100%	100%	-
Year 5	Reading	100%	100%	-
	Writing	100%	89.2%	+10.8%
	Maths	100%	100%	-
Year 6	Reading	50%	41.4%	+8.6%
	Writing	100%	96.4%	+3.6%
	Maths	100%	79.4%	+20.6%
Year 2-6	Reading	85.7%	80.1%	+5.6%
	Writing	100%	89.7%	+10.3%
	Maths	85.7%	91.1%	-5.4%

**Impact:**

In terms of attainment, our Non- Pupil Premium children (NPPF) are limited to only up to two children in any one year group and sometimes the small numbers skew the figures. The systems put in place to support the PPF children are impacting on improving attainment and show they are making similar progress, if not better progress across the school.

In the majority of cases our Pupil Premium (PPF) children have made similar or greater progress from their starting points than their non-funded peers.