

Pupil Premium Funding Allocation	Amount	Planned Impact	Percentage of full amount spent on this	Measure of Value - Including Monitoring	Next Steps
Quality First Teaching (coaching, CPD, INSET staff training...)	Staff Development £25,000	<p>To provide Staff with a range of strategies to create engaging and stimulating learning that caters for all.</p> <p>Teachers set work in lessons that provide sufficient challenge for all children through robust differentiation and bespoke provision.</p> <p>Teaching Staff foster excitement and enthusiasm for reading and raise standards and quality of vocabulary used by pupils.</p>	20%	<p>Consequently, teachers are able to provide quick and achievable 'next steps' within each lesson through effective AfL which means that lessons are consistently motivating and achievable for all pupils. Monitored through observations, pupil discussions and book scrutiny.</p> <p>Due to this, pupils make accelerated progress. Pupils are aware of their next steps and understand where their learning will go next. Impact is seen in pupil progress towards their aspirational target set.</p> <p><i>As a result, this develops positive reading attitudes, as well as more sophisticated language used within writing. And when speaking in a range of situations. High quality CPD also leads to greater enthusiasm for boys in particular (for example through the All Stars reading intervention, led by a teacher). Monitored through pupil discussion, quality of writing seen in books, S&L performance of each pupil.</i></p>	<p>Fixed cycle for planning checks, lesson obs and pupil discussions to ensure that staff are being consistent in their practice.</p> <p>Staff to be given time to share practice across school - teachers watching other teachers in school to ensure consistency is being achieved in terms of T&L, behaviour etc.</p> <p>Reading Buddies to be established across school. Year groups visiting other year groups to share books and reading strategies. Consider have event for Roald Dahl's birthday - perhaps a drama company for a performance?</p> <p>Conduct pupil interviews to see what would engage them further.</p> <p>Build on from initial success of Premier League Readers so boys are being encouraged to read.</p>

Pupil Premium funding for 2015-16 is £122,760.

		An effective CPD programme is in place to continue to develop the expertise of leaders at all levels to secure even better outcomes for pupils and manage/challenge underperformance through coaching and internal and external CPD.		CPD coaching model in place that allows development of middle leaders to give constructive feedback and challenge underperformance and complete evaluative report writing that informs further actions	Staff skills audit at start of AUT1 to allow for tailored CPD to be delivered. Possibly build on from Middle Leader development so more 'in-house' training being delivered.
Funding of and further training of an Inclusion Team (including Learning Mentor)	Family Mentor & Behaviour Mentor training + resources £2,000 Family Mentor & Behaviour Mentor £37,514	To ensure that any barriers that pupils experience in attending school or whilst at school are removed through social, behavioural or emotional support provided by an increasingly skilled team.	1.6% 30.5%	Emotional Literacy scores - improvement over time in wellbeing scores. Reduction of pupils needing to access 'time out' or being 'excluded'. Improvement of pupil attitudes to learning and ability to collaborate and empathise with their peers. Improvement of parent/school communication in support of their children.	JR to continue to hold regular meetings with AMS so SLT are aware of vulnerable children. AMS to deliver messages to staff frequently (twice a half term) in staff meetings so teachers are brief on developments.
Additional 1-to-1 Support (including Teaching Assistants)	Breakfast Club funding (8 pupils) £1,410 TA Support (including booster sessions) £34,241	To support all pupils with reaching aspirational targets through skilled intervention additional to quality first teaching and to support teachers in delivering bespoke differentiation within lessons.	1.1% 27.8%	Staff track the pupils involved in intervention to ensure they are having valuable impact. This is then analysed, along with group and individual performance by the Assessment Coordinator and Pupil Premium Lead.	TAs to complete skills audit. CPD Training to be tailored to gaps in understanding. TA training to be delivered weekly by staff or other agencies. External CPD to be considered where necessary. TAs to be accountable for performance of interventions?
Partially Funded Places on Educational Visits	Year 5 & 6 Residential £740	To ensure that all pupils have the opportunity for wider, enriching experiences.	0.6%	Pupil discussions. Qualitative impact on articulacy, confidence, vocabulary, motivation, engagement, wider-world knowledge.	Encourage parents to sign up for free school meals, if successful school to buy children a free school jumper? PPM children to maintain allocated place on clubs. PPM discount on clubs? PPM specific clubs? Could school pay for PPM breakfast club?

Pupil Premium funding for 2015-16 is £122,760.

Literacy and Maths Resources - such as 'Clicker', 'IPADs', practical maths resources.	Lego Therapy £725.50	Resources that specifically support the development of vocabulary and conceptual understanding, as well as providing motivation and engagement.	0.5%	Monitored through pupil performance data, lesson observations, discussions and book scrutiny.	Embed use of iPads, resources and other technology so it is firmly part of learning philosophy. Consider introduction of other interventions where needed through discussion with staff and SLT.
	Mathletics £1,840		1.4%		
	Clicker Software £2,000		1.6%		
	5 x Ipad Air + Apps £2,500		2.8%		
Outside Agencies (Education Welfare Service, Educational Psychology, Yew tree Drama...)	SLA - Outside Agencies £10,820 Yew Tree Arts £4,100	Support to ensure that all pupils regularly attend school, are supported to become articulate people - able to communicate their opinions and understanding to a range of audiences in a range of contexts.	8.8% 3.3%	Pupil discussions, pupil performance data, continuing qualitative impact of such resources as pupil schooling continues - through case studies.	Reviewed by SLT and SENCO.

Summary of Pupil Premium Pupil Performance 2015-16

'Steps' progress is the measure that school currently use to track performance against new National Curriculum objectives. 'Expected progress' is 6 steps for each child to continue to make progress towards achieving what they are capable of when ready to leave Year 6.

Year Group	No of PP	No of children	Percentage Comparison	Steps Progress made by PPM (average amount of steps progress made by PPM over the year)	Steps Progress made by NON-PPM (average amount of steps progress made by NON- PPM from over the year)	GAP
3 (St. progress 5 in Yr 3)	16	100	16%	Reading 6.2	Reading 5.4	+0.8
				Writing 5.4	Writing 4.9	+0.5
				Maths 6.9	Maths 5.9	+1
4	30	103	30%	Reading 6.6	Reading 6.3	+0.3
				Writing 6.6	Writing 6.5	+0.1

Pupil Premium funding for 2015-16 is £122,760.

				Maths 6.6	Maths 6.4	+0.2
5	22	85	26%	Reading 8.2	Reading 7.6	+0.6
				Writing 8.1	Writing 8	+0.1
				Maths 8	Maths 7.9	+0.1
6	28	90	31%	Reading 9.8	Reading 7.8	+2
				Writing 9	Writing 7.6	+1.4
				Maths 10.5	Maths 10.3	+0.2
Total	96	378	26%	Average Reading = 7.7	Average Reading = 6.8	+0.9
				Average Writing = 7.3	Average Writing = 6.8	+0.5
				Average Maths = 8	Average Maths = 7.6	+0.4

On average, pupil premium perform better than non-pupil premium in each subject and year group – demonstrating teachers aim to accelerate their progress to increase attainment at ARE. This is reflected in all year groups, in all subjects.

We also measure pupil attainment to see how many pupils are working at Age Related Expectations, or above by the end of each year group. This is summarised for each year group in the table below:

NB: The smaller percentage below denotes the number of pupils who achieved 2a at KS1 (equivalent to new standard at KS1 and therefore more accurate comparison with new standard at KS2)

	How many of these children were at ARE (2a) at the end of KS1?	Aut 1	Aut 2	Spr 1	Spr 2	Summ 1	Summ 2 (SATs for Yr 6)	
Y6	PPM	63%, 44%, 48% 33%, 15%, 22%	37%, 15%, 26%	7%, 4%, 7% 37%, 11%, 26% 41%, 26%, 30%	30%, 7%, 7% 41%, 19%, 26% 41%, 33%, 30%	33%, 11%, 7% 41%, 30%, 30% 44%, 44%, 30%	33%, 19%, 11% 41%, 33%, 30% 52%, 56%, 52%	41%, 59%, 37% COMB: 33% SPAG: 56%
	Gap	10%, 13%, 24% 20%, 19%, 26%	4%, 18%, 10%	11%, 14%, 5% 13%, 25%, 8%	1%, 23%, 9% 23%, 20%, 13%	3%, 21%, 12% 19%, 20%, 9% 25%, 17%, 27%	7%, 15%, 20% 24%, 22%, 25% 25%, 15%, 29%	38%, 14%, 34% COMB: 27% SPAG: 25%

Pupil Premium funding for 2015-16 is £122,760.

	Non PPM	73%, 57%, 72% 53%, 39%, 48%	41%, 33%, 36%	18%, 18%, 12% 44%, 36%, 33% 54%, 51%, 38%	31%, 30%, 16% 53%, 41%, 38% 64%, 53%, 43%	36%, 32%, 19% 60%, 50%, 39% 69%, 61%, 57%	40%, 34%, 31% 65%, 55%, 55% 77%, 71%, 81%	79%, 73%, 71% COMB: 60% SPAG: 81%
Y5	PPM	86%, 62%, 95% 50%, 32%, 64%	10%, 10%, 5%	10%, 10%, 5% 24%, 10%, 5% 24%, 10%, 5%	18%, 9%, 5% 29%, 10%, 10% 38%, 24%, 10%	23%, 9%, 9% 41%, 18%, 18% 55%, 27%, 41%	27%, 14%, 14% 50%, 32%, 32% 73%, 64%, 68%	46%, 18%, 18% 64%, 46%, 55% 82%, 68%, 77%
	Gap	8%, 17%, 1% 23%, 24%, 12%	22%, 11%, 12%	16%, 8%, 9% 38%, 33%, 27% 38%, 41%, 32%	30%, 15%, 22% 35%, 38%, 39% 29%, 33%, 42%	26%, 21%, 18% 23%, 34%, 36% 20%, 35%, 21%	35%, 30%, 30% 17%, 35%, 33% 10%, 15%, 8%	18%, 34%, 42% 12%, 27%, 12% 2%, 15%, 7%
	Non PPM	94%, 79%, 94% 73%, 56%, 76%	32%, 21%, 17%	26%, 18%, 14% 62%, 43%, 32% 62%, 51%, 37%	48%, 24%, 27% 64%, 48%, 49% 67%, 57%, 52%	49%, 30%, 27% 64%, 52%, 54% 75%, 64%, 62%	62%, 44%, 44% 67%, 67%, 65% 83%, 79%, 76%	64%, 52%, 60% 76%, 73%, 67% 84%, 83%, 84%
Y4	PPM	69%, 55%, 55% 43%, 23%, 30%	21%, 10%, 17%	3%, 3%, 3% 17%, 10%, 10% 28%, 14%, 21%	10%, 3%, 7% 35%, 14%, 21% 48%, 17%, 28%	21%, 10%, 17% 35%, 17%, 28% 59, 24, 41	28%, 21%, 21% 55%, 38%, 48% 79%, 62%, 69%	31%, 21%, 24% 59%, 41%, 52% 86%, 69%, 72%
	Gap	12%, 15%, 28% 23%, 28%, 23%	38%, 31%, 24%	8%, 4%, 1% 22%, 24%, 24% 30%, 28%, 26%	22%, 18%, 18% 24%, 4%, 26% 17%, 37%, 28%	30%, 21%, 17% 25%, 33%, 26% 6%, 33, 23	32%, 30%, 28% 15%, 22%, 11% 7%, 5%, 3%	29%, 32%, 32% 12%, 19%, 18% 2%, 0%, 13%
	Non PPM	81%, 70%, 83% 66%, 51%, 53%	59%, 41%, 41%	11%, 7%, 4% 39%, 34%, 34% 58%, 42%, 47%	32%, 21%, 25% 59%, 44%, 47% 65%, 54%, 56%	51%, 31%, 35% 60%, 50%, 54% 75, 57, 64	60%, 51%, 49% 70%, 60%, 59% 86%, 67%, 71%	60%, 53%, 56% 71%, 60%, 70% 88%, 69%, 85%
Y3	PPM	88%, 81%, 88% 69%, 13%, 44%	0%, 0%, 0% 13%, 19%, 6% 31%, 31%, 13%	25%, 13%, 0% 50%, 19%, 6% 88%, 63%, 50%	25%, 19%, 6% 69%, 44%, 56% 88%, 69%, 88%	31%, 19%, 50% 81%, 63%, 81% 88%, 81%, 88%	80%, 47%, 73% 87%, 80%, 87% 87%, 87%, 87%	87%, 73%, 87% 87%, 87%, 87% 87%, 93%, 93%
	Gap	2%, 4%, 1% 2%, 38%, 20%	13%, 9%, 12% 22%, 14%, 23% 27%, 15%, 25%	13%, 15%, 28% 8%, 19%, 28% 7%, 11%, 8%	22%, 19%, 25% 1%, 5%, 1% 7%, 15%, 0%	24%, 24%, 4% 1%, 2%, 3% 7%, 5%, 2%	5%, 11%, 0% 0%, 2%, 3% 7%, 6%, 7%	6%, 1%, 5% 7%, 2%, 6% 8%, 2%, 4%
	Non PPM	86%, 77%, 87% 71%, 51%, 64%	13%, 9%, 12% 35%, 33%, 29% 58%, 46%, 38%	38%, 28%, 28% 58%, 38%, 34% 81%, 74%, 58%	47%, 38%, 31% 68%, 49%, 55% 95%, 84%, 88%	55%, 43%, 54% 80%, 65%, 78% 95%, 86%, 90%	75%, 58%, 73% 87%, 82%, 84% 95%, 94%, 95%	81%, 74%, 82% 94%, 85%, 93% 95%, 95%, 97%

Year 6

- Compared to KS1 results at ARE (old 2b) less children have reached this benchmark in reading and maths - although some of this can be attributed to new National Curriculum standards which considerably raised the bar for this group of pupils with only one year to teach the new content expected
- In writing however, more pupil premium pupils have met the expected standard than did in KS1 - indicating that staff have succeeded in accelerating progress more in this area

Pupil Premium funding for 2015-16 is £122,760.

- It is clear to see also that this has resulted in widening the gap between Pupil Premium Pupils and non in reading and maths significantly - indicating that the focus needs to be to support Pupil Premium pupils to utilise higher level thinking and reasoning skills - that were previously only expected of more able pupils - in order to attain the same levels as non-Pupil Premium pupils
- When comparing against how many pupils were at 2a when they left KS1, still less children achieved this benchmark, but far less significantly so

Year 5

- When comparing Pupil Premium attainment at ARE at the end of Year 5, compared to KS1 it is clear that not as many pupils are performing at the same benchmark as yet in all three subjects - although most significantly in writing and maths
- When looking at the amount working just below ARE in Year 5 though, it is clear that many pupils - who attained ARE in KS1 - are just below new ARE, which will improve again as they make accelerated progress in Year 6
- It is interesting to note that the gap between pupil premium and non-pupil premium has narrowed in reading when compared to 2a expectations at KS1 and has stayed the same in maths - reflecting the fact that Pupil Premium pupils have made better 'in year progress' than other pupils.
- In writing, the 'in year progress' of Pupil Premium pupils has not been enough to narrow the gap to the same level it was at KS1 - indicating that some Pupil Premium children are still under performing in this area

Year 4

- When comparing Pupil Premium ARE in Year 4 with attainment at 2a in KS1, the percentage is broadly similar indicating that with further acceleration, as demonstrated by their 'in-year progress' children will achieve in line with, or above their KS1 results
- The gap between Pupil Premium and non-pupil premium is still larger in all three subject areas though, so Pupil Premium progress must continue to accelerate to narrow this gap - indicating that some pupil premium children are still underperforming

Year 3

- It can be seen that Year 3 pupils have maintained, or accelerated their trajectory of progress as the percentage of pupils at ARE at the end of Year 3 is broadly similar to the amount that were at ARE when they left KS1

Pupil Premium funding for 2015-16 is £122,760.

- The gap has also narrowed significantly when looking Pupil Premium and non attainment at ARE - comparing Yr 3 expectation and 2A expectation - indicating that some pupil premium pupils have made more progress than expected

Implications for 2016-17

The SDP will reflect the following priorities in order to support disadvantaged pupils with reaching the higher standards needed to attain ARE at Year 6:

- Develop higher level vocabulary, thinking and reasoning skills
- Continue to develop the quality of teaching to consistently 'good' - including increasing the efficiency of formative assessment for all
- Improve attainment in maths in particular
- Promote wider reading enthusiasm through topic work
- Increase writing attainment and enthusiasm for writing
- Continue to develop the amount of involvement parents have in being able to support their children to reach higher standards
- Continue to provide CPD to support the inclusion team with removing barriers to school attendance and learning for all pupils
- Continue to raise awareness in the Governing body of disadvantaged pupils' barriers to learning and provide further opportunities for them to monitor and evaluate provision for these pupils in particular to help school continually improve its systems and procedures