

Use of Pupil Premium in the 2015-2016 academic year

In 2015-2016 (financial year) the school received £5,280 Pupil Premium money.

| Activity | What this does | Targeted pupils | Cost |
|-----------------------------------|---|-----------------|--------|
| One to one tuition with a teacher | Our two pupil premium children are taken out individually twice a week for 30 minute sessions each with our 1:1 pupil premium teacher to work on specific phonics, maths, reading and writing objectives. | FSM children | £5,282 |

Closing the Gap for Disadvantaged Children, July 2016

Year 1

The child succeeded in getting all of the year 1 curriculum and their APS was greater than the class average .

Year 2

The child came up to Year 2 with gaps in the Year 1 curriculum. Over the course of the year the child succeeded in covering all the Year 1 curriculum as well as covering the Year 2 curriculum.

At the end of the year we had narrowed the gap for our Year 2 disadvantaged pupil in maths and reading in spite of a prolonged absence from school. The child is working towards the expected standard in writing and also met the expected standard in science,

Use of Pupil Premium in the 2016-2017 academic year

In 2016-2017 (financial year) the school received £2,640 Pupil Premium money.

| Proposed Activities | What this does | Impact | Cost |
|--------------------------------------|--|--|--------|
| One to one tuition with a teacher | Two of our pupil premium children are taken out individually twice a week for 30 minute sessions each with our 1:1 pupil premium teacher to work on specific phonics, maths, reading and writing objectives. | Our school data shows the dramatic impact our 1:1 teacher tutor has on a child's attainment. | £4,611 |
| Working with a Teaching Assistant or | Particular FSM children in addition will work one to one or in a small group on a set | All our TAs, ESLA and LSAs receive regular high quality training, | £7816 |

| | | | |
|--|--|--|----------------|
| Learning Support Assistant either in or out of class | <p>objective (from the class teacher) with a TA, such as speaking and listening, understanding, phonics, extra reading practise or number work.</p> <p>Children are also taken out for emotional, social and behaviour sessions with our ELSA.</p> <p>Our LSA works with children with additional phonics, maths, speech and language needs.</p> | <p>they thoroughly understand the children they work with and liaise very closely with the teacher and with the planning.</p> <p>Hence children working in class with a TA or on a specific intervention with an LSA make secure progress.</p> | |
| Consistently high quality teaching | All the class teachers are aware of the needs of the disadvantaged children in their class. | Precise CPD, use of appraisal objectives, the SDP objectives are a few ways in which teachers know the needs of their children ensuring that the children make progress. | |
| Total | Please note, that other funding was also used to support these activities | | £12,427 |

Impact / closing the gap: to be commented on at end of 2016-2017 academic year. We measure it using an average point score following our school's own assessment system.

Currently in 2016-2017 we eight children eligible for the pupil premium and the barriers they face are some sporadic attendance (we work closely with families); a mixed picture of home support for their learning in school (we offer a homework club in school); sometimes children lack of self-confidence (they are supported by an adult and teachers introduce the children to self-help strategies) and we engage in lots of talking for learning for children with speech and language concerns.

We monitor and ensure that our more able disadvantaged children are challenged and stretched.

Class teachers work closely with the SENDCO, the 1:1 teacher tutor, TAs and LSAs to ensure our disadvantaged children are closing the gap. Half termly pupil progress meetings with the headteacher ensures children are on track to attain the end of year expectations.

We spend our pupil premium money on our disadvantaged children but as shown above we spend additional money from the school budget on TAs and LSAs.