

# Pupil premium grant expenditure: report 2014/15 and plan for 2015/16

## Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	2014-15	2015-16	2016-17
Total number of pupils on roll	242	254	237
Total number of pupils eligible for PPG or EYPP	57	64	47
Amount of PPG received per pupil	£1,300	£1,320	£1,320
<b>Total amount of PPG received</b>	£76,600	£82,700	£62,040

## Nature of support 2014/15

Tailored interventions for pupils

TA support for interventions to take place

1 to 1 tuition

Reading materials to support pupils interests

Support with trips and visits – Trip to the Manor February 2015 for Years 5 and 6

Music lessons

Commando Joe

## Measuring the impact of PPG spending

The impact of the Pupil Premium (PP) spending was monitored and evaluated periodically across the year and has helped to improve the progress of those children entitled to the funding.

The majority of our PP children made good or outstanding progress in Reading, Writing and Maths across KS1 in 2014/15, exceeding targets that were set for them. This was particularly true of Reading, showing evidence that our investment in Reading resources has made a difference and has helped to narrow the gap in relation to national averages.

Again, in KS2, the majority of our PP children made good or outstanding progress across all areas helping to narrow the gap between this group and the national average. This was particularly the case in Writing, especially in Years 3, 4 and 5, showing evidence of positive impact from the extra interventions and support provided for the children.

## Nature of support 2015/16

Commando Joe  
Additional TA for Early Years (EYPP)  
Additional Teacher  
HLTA for 1 to 1 sessions  
Play Therapist  
Additional Welfare Staff

## Measuring the impact of PPG spending 2015-16

Facilitating Commando Joe sessions, Play Therapist sessions and Additional Welfare Staff at lunch time has enabled our PP children to further develop the sort of attributes necessary for successful learning back in the classroom, e.g. resilience, feeling further listened to and cared for and being even more positively occupied with stimulating activities.

Having these things in place further enhanced the positive impact of teaching staff (Additional TAs, HLTA and Teacher) during lesson time. As a result, our PP children attained particularly well in Maths (all cohorts 'narrowed the gap') and Reading (5/6 cohorts 'narrowed the gap'). In relation to progress, our PP children made better progress than their non-PP peers in all classes in Maths, 4/6 classes in Writing and 3/6 classes in Reading. The 1:1 HLTA support led to an increase each half term in the number of children across the school achieving expected progress or above in their unique targeted area (Aut1: 60%, Aut2: 70%, Spr1: 75%). Support from the Additional EYPP TA has helped these children make a strong start to life in Reception.

Barriers to learning still exist for some of our PP children, not least in relation to attainment in Writing. Therefore, one of our main School Improvement priorities for 2016/17 will be focused upon this area. Other non-academic underlying factors - such as issues to do with self-esteem, resilience or aspiration – still exist for some of our PP children. To help with this we are using a Spirals of Inquiry approach this year aimed at tackling the often unseen barriers to learning that our children might be experiencing.

## Nature of support 2016/17

Additional Teacher  
Additional TA  
Lunchtime Supervisor  
Funding for residential trip  
Play Therapy