



WHITLEY PARK NURSERY AND PRIMARY SCHOOL

Pupil Premium Grant Expenditure Report 2014/15 – Evaluated October 2015

Overview of the school

Number of pupils and pupil premium (PPG) received	
Total number of pupils on roll Autumn 2014	601
Total number of pupils eligible for PPG (pupils eligible for free school meals or in local authority care for at least six months)	280 (54% of pupils)
Amount of PPG received per pupil	£1200.00
Total amount of PPG received	£361,550.00

Nature of support 2014/15
<p>In response to 2013/14 PPG outcomes we will:</p> <ol style="list-style-type: none"> 1) Target Year 3 PPG pupils to ensure that the gaps in attainment are reduced in all subjects with the intention that the gap is fully closed by the end of year 4. 2) Target the PPG pupils who did not achieve the expected standard in phonic screening in Year 1 to ensure that they do meet expected standard when they are re-screened in Year 2 3) Continue to compare the attainment and progress measures of PPG pupils in all year groups against that of NPPG pupils and use this information to inform interventions programmes and additional support. <p>We will continue to narrow the gap in progress and attainment of identified pupils in reading, writing and maths by:</p> <ul style="list-style-type: none"> • Identifying pupils for personalised tuition in literacy and maths. • Deploying teachers and teaching assistants to plan, resource and deliver personalised tuition programmes to the identified children according to need. • Providing additional support from Therapeutic support worker and ELSA teaching assistants to support identified pupils with developing their personal, social and emotional skills. • Providing Speech and Language therapy sessions in school hours.

- Completing an analysis of the impact of personalised tuition.
- Subsidising termly curriculum enrichment visits / launch pads for learning for every class.
- Increasing Educational Psychologist and Special Needs Co-ordinator time in school.
- Providing Numbers Count training for specialist teaching assistants in order to provide targeted diagnostic support for maths intervention work.
- Providing learning mentors to work with identified pupils and to support transition.

Measuring the impact of PPG spending

All our work through the pupil premium is aimed at closing gaps, accelerating progress and moving children towards and to at least age related expectations.

The school will evaluate the impact of the personalised tuition programmes each term as part of our pupil progress meetings. Evaluation will focus on academic gains and how pupils' self confidence, attendance and learning behaviours have developed as a consequence of the different interventions.

Evaluation: October 2015

A full breakdown of impact against spending is included on the next page.

Headlines include:

- Year 1 Phonic screening outcomes for PPG pupils up from 55% to 75% and now above National
- Year 2 Phonic re-screening outcomes for PPG pupils up from 63% to 92% and now above National
- The proportion of PPG pupils achieving L \leq by the end of KS2 is above National for combined (RWM), maths and reading.
- Accelerated progress measures for PPG pupils are above National for reading and maths
- Expected progress measures for PPG pupils are above National for writing and maths.
- KS1 gaps in attainment between PPG pupils and other pupils have reduced significantly for writing and maths.
- KS2 gaps in attainment between PPG pupils and other pupils have reduced for maths and reading.

A focus for 2015/16 will need to be:

- Reducing the gaps in attainment for KS2 PPG pupils in writing and Spelling, Grammar and Punctuation (SPAG)
- Increasing the proportion of PPG pupils in KS1 achieving above National standards by the end of Year 2 in reading, writing and maths.
- Increasing the proportion of PPG pupils in KS2 achieving above National standards by the end of Year 6 in writing, and SPAG to bring in line with National outcomes.

Record of Pupil Premium Grant spending by item/project 2014/15

Year Group	Item / Project	Cost	Objective	Outcome Evaluated October 2015																																																		
Achievement and progress																																																						
Whole School	Additional Speech and Language support delivered in school. <i>Focus: GLD and Yr1 Phonic screening</i>	17,820.00 (54%)	Targeted speech and language support resulting in: <ul style="list-style-type: none"> improved GLD and Yr1 phonic screening outcomes Individual needs being better met 	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">& PPG pupils achieving</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>47%</td> <td>47%</td> </tr> <tr> <td>Yr1 Phonics</td> <td>55%</td> <td style="background-color: #90EE90;">75%</td> </tr> </tbody> </table> <p><small>*Green = improved outcomes</small></p>	& PPG pupils achieving				2014	2015	GLD	47%	47%	Yr1 Phonics	55%	75%																																						
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	Additional EP support	3078.00 (54%)	Targeted EP support resulting in pupils with additional needs identified earlier and provision ensuring that all make at least expected progress	<p>Long term sickness has restricted EP cases and LA only able to provide priority case cover.</p> <p>ACTION 2015/16: Employ own EP time using PP funding for PP pupils.</p>																																																		
KS2	Specialist Numbers Count TAs <i>Focus: Maths</i>	3,024.00 (54%)	Accelerate the maths progress of pupils working significantly below ARE and further close PPG non PPG gap.	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Maths Gap end of KS2</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>PPG</td> <td>79%</td> <td style="background-color: #90EE90;">85%</td> </tr> <tr> <td>Gap</td> <td>4%</td> <td style="background-color: #90EE90;">-2%</td> </tr> </tbody> </table> <p>Gap closed</p>	Maths Gap end of KS2				2014	2015	All	83%	83%	PPG	79%	85%	Gap	4%	-2%																																			
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Yr 6	Year 6 boosters and all 1:1 tuition and Y6 pm teacher (54%) <i>Focus: Maths and Writing</i>	6,480.00 (54%)	All booster and 1:1 pupils to achieve L4 and / or 2 levels resulting in improved outcomes overall end KS2.	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">KS2 SATs results for PP Pupils</th> </tr> <tr> <th></th> <th>Rdg</th> <th>Wtg</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>L 4+</td> <td>91%</td> <td>76%</td> <td>85%</td> <td>70%</td> </tr> <tr> <td>L5</td> <td>33%</td> <td>6%</td> <td>27%</td> <td>27%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Accelerated progress measures</th> </tr> <tr> <th></th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="background-color: #90EE90;">48%</td> <td style="background-color: #90EE90;">44%</td> </tr> <tr> <td>Writing</td> <td style="background-color: #90EE90;">36%</td> <td style="background-color: #90EE90;">31%</td> </tr> <tr> <td>maths</td> <td style="background-color: #90EE90;">45%</td> <td style="background-color: #90EE90;">44%</td> </tr> </tbody> </table> <p><small>*Green = above National</small></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Expected progress measures</th> </tr> <tr> <th></th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="background-color: #90EE90;">94%</td> <td style="background-color: #90EE90;">94%</td> </tr> <tr> <td>Writing</td> <td style="background-color: #90EE90;">98%</td> <td style="background-color: #90EE90;">97%</td> </tr> <tr> <td>maths</td> <td style="background-color: #90EE90;">89%</td> <td style="background-color: #90EE90;">94%</td> </tr> </tbody> </table>	KS2 SATs results for PP Pupils						Rdg	Wtg	Maths	SPAG	L 4+	91%	76%	85%	70%	L5	33%	6%	27%	27%	Accelerated progress measures				All	PPG	Reading	48%	44%	Writing	36%	31%	maths	45%	44%	Expected progress measures				All	PPG	Reading	94%	94%	Writing	98%	97%	maths	89%	94%
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Whole School	Book bags books & resources. E Books x5 per classroom. <i>Focus: reading</i>	14,590.00 (54%)	Larger numbers of pupils read daily at home and in school and outcomes in reading attainment improve. The gap in reading outcomes between PP and NPP pupils is closed to be at least in line with maths and writing gap.	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Reading Gap end of KS2 L4+</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>PPG</td> <td>88%</td> <td>91%</td> </tr> <tr> <td>Gap</td> <td>2%</td> <td>3%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Phonic screening gap Gap end of Yr1</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>71%</td> <td>76%</td> </tr> <tr> <td>PPG</td> <td>55%</td> <td style="background-color: #90EE90;">75%</td> </tr> <tr> <td>Gap</td> <td>16%</td> <td style="background-color: #90EE90;">1%</td> </tr> </tbody> </table>	Reading Gap end of KS2 L4+				2014	2015	All	90%	94%	PPG	88%	91%	Gap	2%	3%	Phonic screening gap Gap end of Yr1				2014	2015	All	71%	76%	PPG	55%	75%	Gap	16%	1%																				
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	Attendance Officer 2 days/wk	3780.65 (65%)	To meet 2014/15 attendance target of 95%, for numbers of PAs to reduce significantly. For PP attendance figures to be at least equal to NPP	<table border="1"> <thead> <tr> <th colspan="3">Attendance</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>94.5%</td> <td>94%</td> </tr> <tr> <td>PPG</td> <td>93%</td> <td>93%</td> </tr> </tbody> </table> <p>ACTION: PP Attendance a focus for 2015/16</p>	Attendance				2014	2015	All	94.5%	94%	PPG	93%	93%																							
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Yr6 and Yr5	Intervention teacher (DC/NC April 14 to March 15)	16,740.00 (54%)	Yr6 increase in % of children achieving L5 in reading, writing and Maths. As well as all L3's converting to L5's. For PP L5s to increase from previous year.	<table border="1"> <thead> <tr> <th colspan="5">L5 KS2 SATs results for PP Pupils</th> </tr> <tr> <th></th> <th>Rdg</th> <th>Wtg</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>24%</td> <td>26%</td> <td>26%</td> <td>36%</td> </tr> <tr> <td>2015</td> <td>33%</td> <td>6%</td> <td>27%</td> <td>27%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Rdg</th> <th>Wtg</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>75%</td> <td>N/A</td> <td>50%</td> </tr> <tr> <td>PPG</td> <td>80%</td> <td>N/A</td> <td>100%</td> </tr> </tbody> </table> <p>ACTION 2015/16: Continued focus on PP L5's for Writing and SPAG needed.</p>	L5 KS2 SATs results for PP Pupils						Rdg	Wtg	Maths	SPAG	2014	24%	26%	26%	36%	2015	33%	6%	27%	27%		Rdg	Wtg	Maths	All	75%	N/A	50%	PPG	80%	N/A	100%			
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Yrs 3&4	Additional teachers in Years 3 and 4	23,272.92 (54%)	Smaller class sizes provide increased opportunities for focus on pupil L2L behaviours and strategies. Improvements in learning resilience, self regulation and motivation.																																				
Whole school	Specialist closing gap TAs	37,260.00 (54%)	Specialist TAs have a clear measurable brief and are deployed wherever greatest need is in school. Impact evaluated termly. Gap between FSM and Non FSM progress and attainment is reduced in all year groups. Some interventions delivered by class teachers.																																				
Learning and Teaching																																							
Whole School	Assistant RWI Manager	17,428.50 (54%)	Secure strong leadership and management of phonics teaching from FS2 to Yr6. Whole school assessments every 7 weeks informs fluid teaching groups.	<p>Higher % of children complete programme earlier than previous years. The gap in reading outcomes between PP and NPP pupils is closed.</p> <table border="1"> <thead> <tr> <th colspan="3">Reading Gap end of KS2</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>PPG</td> <td>88%</td> <td>91%</td> </tr> <tr> <td>Gap</td> <td>2%</td> <td>3%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Nos of pupils on RWI in KS2</th> </tr> <tr> <th></th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>26</td> <td>10</td> <td>2</td> <td>4</td> </tr> <tr> <td>2015</td> <td>17</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Reading Gap end of KS2				2014	2015	All	90%	94%	PPG	88%	91%	Gap	2%	3%	Nos of pupils on RWI in KS2						Yr3	Yr4	Yr5	Yr6	2014	26	10	2	4	2015	17	3	2	1
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	Curriculum activities	9,600.00	All pupils provided with enriched																																				

	and travel costs, science club, RFC	(54%)	context for learning within thematic creative curricular context. Children not disadvantaged by poverty of personal experiences.																																																	
KS2	TA Training-Numbers count & RWI + Resources	2,160.00 (54%)	Equips TAs with the teaching skills required to deliver focussed interventions / cover classes to release class teachers for interventions	<p>Increasingly larger nos of pupils make accelerated progress in reading and maths.</p> <table border="1"> <thead> <tr> <th colspan="3">APS progress PPG pupils</th> </tr> <tr> <th></th> <th>reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>Yr3</td> <td>17.93</td> <td>18.06</td> </tr> <tr> <td>Yr4</td> <td>21.32</td> <td>21.30</td> </tr> <tr> <td>Yr5</td> <td>23.66</td> <td>22.94</td> </tr> <tr> <td>Yr6</td> <td>28.06</td> <td>27.68</td> </tr> </tbody> </table> <p>Highlight = improvement from last yr</p> <table border="1"> <thead> <tr> <th colspan="3">Accelerated progress measures KS1-KS2</th> </tr> <tr> <th></th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>31%</td> </tr> <tr> <td>maths</td> <td>45%</td> <td>44%</td> </tr> </tbody> </table> <p>*Green = above National</p>	APS progress PPG pupils				reading	maths	Yr3	17.93	18.06	Yr4	21.32	21.30	Yr5	23.66	22.94	Yr6	28.06	27.68	Accelerated progress measures KS1-KS2				All	PPG	Reading	48%	44%	Writing	36%	31%	maths	45%	44%															
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Whole School	Specialist Sports coaches /learning mentors	28,185.84 (54%)	<p>Release class teachers to provide targeted interventions in afternoons.</p> <p>Motivate and inspire disaffected learners by providing positive learning role models as a result levels of progress and attainment improved.</p>	<p>Lunchtime and after school provision improves pupil engagement.</p>																																																
FS2 and Yr2	Additional Early Years EYP and TA provision <i>Focus: progress FS2 to Yr2</i>	22,309.56 (54%)	Maintain increased % of pupils achieving GLD (65%) As a result improved outcomes by the end of KS1.	<table border="1"> <thead> <tr> <th colspan="4">End FS2 to KS1 All</th> </tr> <tr> <th></th> <th>2011/2013</th> <th>2012/2014</th> <th>2013/2015</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td></td> <td></td> <td>28%</td> </tr> <tr> <td>L2B+ rdg</td> <td>64%</td> <td>72%</td> <td>83%</td> </tr> <tr> <td>L2B+ maths</td> <td>64%</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>L2B+ writing</td> <td>59%</td> <td>60%</td> <td>68%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">End FS2 to KS1 PPG</th> </tr> <tr> <th></th> <th>2011/2013</th> <th>2012/2014</th> <th>2013/2015</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td></td> <td></td> <td>??%</td> </tr> <tr> <td>L2B+ rdg</td> <td>53%</td> <td>48%</td> <td>73%</td> </tr> <tr> <td>L2B+ maths</td> <td>60%</td> <td>55%</td> <td>73%</td> </tr> <tr> <td>L2B+ writing</td> <td>57%</td> <td>35%</td> <td>53%</td> </tr> </tbody> </table> <p>*Green = improved outcomes</p>	End FS2 to KS1 All					2011/2013	2012/2014	2013/2015	GLD			28%	L2B+ rdg	64%	72%	83%	L2B+ maths	64%	73%	80%	L2B+ writing	59%	60%	68%	End FS2 to KS1 PPG					2011/2013	2012/2014	2013/2015	GLD			??%	L2B+ rdg	53%	48%	73%	L2B+ maths	60%	55%	73%	L2B+ writing	57%	35%	53%
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	Extension of CPD to include EYP's and specialist TAs	1075.00 (54%)	Whole school Maths and Writing CPD extended to EYPs and TAs to further develop skills in line with whole school priorities.	Teaching and learning priorities a focus from Nursery upwards = maximum impact and improvement in outcomes for all year groups.																																																
Whole school	Learning Support Service Focus on Quality First teaching	5,626.26 (54%)	<p>Guided reading CPD for identified teachers RI to good.</p> <p>Good to Great partnership work with x3 teachers.</p> <p>Coaching support x2 RI to good teachers</p>	<p>The gap in reading outcomes between FSM and NFSM pupils is closing.</p> <p>100% of GR teaching is at least good or better and pupils make at least expected progress.</p> <p>100% teaching good or better</p>																																																

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	School Partnership Work - Whitley Excellence Cluster (WEC).	2,512.00 (54%)	Teachers provided with regular moderation opportunities. Improved transition work with feeder secondary schools. Collaborative work on new Schemes of Work to support new curriculum (maths and IT).	Refer to WEC Minutes for information about Moderation Meetings (X3 over the year) and new NC planning work of Maths team. ACTION 2015/16: Secondary Transition needs to be a continued focus																	
Yrs4,5 &6	'Tutor Group' tuition programme	2,700.00	After School tuition program focussing on learning skills on how to read for pleasure. PPG pupils only	Cancelled after 1 term as monitoring highlighted not value for money against pupil outcomes. This could be better delivered by staff in school and overtime paid. ACTION: School Specialist TAs took over supporting this identified group -after school groups																	
X3 pupils	Specialist Dyslexia teacher services <i>Focus: reading and writing</i>	2,000.00	To provide specialist support for pupils whose learning is affected by dyslexia and who are not making sufficient progress with their learning.	<table border="1"> <thead> <tr> <th colspan="2">Average Point Score progress for identified pupils</th> </tr> <tr> <th>reading</th> <th>writing</th> </tr> </thead> <tbody> <tr> <td>?? (yr2)</td> <td>?? (Yr2)</td> </tr> <tr> <td>?? (yr6)</td> <td>?? (yr6)</td> </tr> </tbody> </table> <p>This did not actually start until Nov 2015 due to recruitment difficulties, teacher now working x1 day per week. ACTION: Carry forward to 2015/16</p>			Average Point Score progress for identified pupils		reading	writing	?? (yr2)	?? (Yr2)	?? (yr6)	?? (yr6)							
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Whole School	KS1 and KS2 Mathematics CPD for teachers and TAs with specialist Maths Consultant (Barbara Carr) <i>Focus: Maths</i>	7,560.00 (54%)	To increase the % of PP pupils working at and above ARE in mathematics to be at least in line with National outcomes.	<table border="1"> <thead> <tr> <th colspan="3">Maths outcomes end of KS2</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>School PP</td> <td>79%</td> <td>85%</td> </tr> <tr> <td>Nat PP</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>Nat all</td> <td>86%</td> <td>87%</td> </tr> </tbody> </table> <p>*Green = above National</p>			Maths outcomes end of KS2				2014	2015	School PP	79%	85%	Nat PP	78%	80%	Nat all	86%	87%
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	Specialist Maths leader and teacher.	29,723.22 (54%)	To strengthen the leadership of Maths. For maths progress measures and attainment to improve to be at least in line with National by end of KS2. For the Maths attainment gap between PP and NPP pupils to have closed.	See above																	
Social, Emotional and Behaviour																					
Whole School	Therapeutic support worker	17,820.00 (54%)	Specialist counselling and support for pupils whose learning is affected by home life and circumstances.	Attendance & behaviour improve, exclusions reduce and as a result learning outcomes improve for our most vulnerable pupils. Refer to exclusions data																	
EYFS and	Nursery support at lunchtime &	1,080.00 (54%)	All day Nursery children to feel safe and secure to enjoy lunch in the																		

KS1	Breakfast for EYFS and KS1		absence of their EYP. Breakfast enables pupils to be better equipped to access learning and as a result outcomes improve.													
Whole school	Staff duty meals	4,320.00 (54%)	Increases the opportunity for quality interaction at the lunch table and support pupils who find it difficult to make good behaviour choices over the lunchtime period.	Improved the behaviour and enjoyment of the school meal = improved engagement in afternoon learning												
Yrs2 and 3	Specialist Behaviour Support SLA	2,085.00	Pastoral Support Programmes in place to support pupils presenting with very challenging behaviours.	Learning targets set and measured. Most vulnerable pupils receive multi professional support and are able to access their learning more positively. Zero tolerance of disruption to learning for rest of class = improved outcomes for all. Numbers of PSPs in each year group has increased, analysis against exclusion figures for each year group.												
Whole School	Education Welfare Service	1,840.86 (54%)	To provide an additional layer of authority where families not engaging successfully with school strategies including fixed penalty fines for unauthorised holidays and legal consequences if need be.	To meet the attendance targets - 2014/15 (95%) <table border="1"> <thead> <tr> <th colspan="3">Attendance</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>94.5%</td> <td>94%</td> </tr> <tr> <td>PPG</td> <td>93%</td> <td>93%</td> </tr> </tbody> </table> <p>ACTION:PP Attendance a focus 2015/16</p>	Attendance				2014	2015	All	94.5%	94%	PPG	93%	93%
Attendance																
	2014	2015														
All	94.5%	94%														
PPG	93%	93%														
X ? PPG pupils	Drumming Sessions	5,180.00	To provide mentoring through music and percussion for most vulnerable pupils in order to increase engagement in class, improve engagement with peers and improve attendance, thus addressing barriers to learning.	Awaiting Case studies												
Whole School	Family Support Worker	11,880.00 (54%)	To reach out to families to increase parental engagement in children's learning.	Improved parental engagement, improved attendance and reduction in exclusions for identified pupils results in improved outcomes. SLT multi professional work load reduced enabling greater focus on teaching and learning and targeted support for identified teachers. Case numbers needed.												
X ? pupils	Additional ELSA 1 day per week	3,110.40 (54%)	To provide the additional support and care children need in a nurturing environment - where emotional needs present as a barrier to learning.													
Leadership and Management																
Whole School	Special Needs Co-ordinator (SENCO)	25,983.00 (54%)	Improve access to services and support the learning progress and provision for children with SN. SEN pupils make at least expected progress in reading, writing and maths. Increased % of PP SEN pupils make accelerated progress from their starting points.													

	Pupil Premium Champion Lead	7,446.00 (54%)	Responsible for focussing on the many facets that pupil premium pupils need on an individual basis to succeed. Tracking the progress and attainment of these pupils and identifying school priorities. Working alongside team leaders to measure the impact of interventions. Evaluating teaching approaches to identify what works best for disadvantaged pupils and working closely with SLT to constantly refine and improve provision and outcomes.	PP and NPP gap narrows year on year as a result of effective targeted use of pupil premium funding.
Whole School Initiatives				
Whole School	School Library and learning zone for use before, during and after school hours.	27,000.00 (54%)	Create a library learning zone that is used both during and after school by pupils and parents. All children have access to loaning books from school and access to online learning.	Increase in numbers of children who read regularly at home. Learning zone promotes independent peer led learning and increases parental engagement in learning through after school provision. Consider introducing Homework club in the future.
	Employ School Librarian to work before, during and after school day.	8,640.00 (54%)	Liaises with class teachers to ensure that library stock fully supports curriculum. Works closely with children to ensure library stock reflects pupils interests. Organises after school events which promote parental engagement.	
	TOTAL:	£360,000		