

## Disadvantaged Children Planning and Evaluation 2015-16



In the academic year 2015-16, 72 children (18% of the school) are eligible for Pupil Premium Funding and therefore classified as disadvantaged children. The school is allocated £1320 for each child. The table below outlines how the £ 94020 allocated to the school this financial year is being spent to raise the attainment of disadvantaged children, and the impact that the actions and interventions are having.

Pupil Premium Used for:	Amount Allocated	Summary of Intervention	Intended Outcomes	Impact
Rapid Phonics and Rapid Maths resources and training	£5500	New resources to support teaching and learning of targeted groups (yr 3 & 4) and allocation and training of teaching assistants.	Pupils who have not met or just met the phonics benchmark retake in year 2 supported to reach age related expectations.  Pupils with attainment below the national expectation at KS1 supported to reach at least age related expectations.	
One to One Tuition	£9500	Individual pupils receiving 1 to 1 or 1 to 2 tuition from a qualified teacher to support accelerated progress to end of year targets (yr 6).	Pupils to meet at least age related expectations in reading, writing and mathematics.	
Home school Link worker And school DSL liaison time	£8500	Support for parents where children are vulnerable due to home-life difficulties	Targeted support for pupils and families at home. Improved attendance figures or/and behavior leading to improved outcomes	
Valley Trust Child Counselling	£2500	School counsellor employed for one session a week to support individuals and parents	Pupils show improved learning behaviours and are independently accessing the learning across the curriculum	
ELSA provision Emotional Literacy Support Assistant	£8500	Trained ELSA to support pupils identified by class teachers and DSL.	Identification and support of children who demonstrate difficulty with : <ul style="list-style-type: none"> <li>• understanding and coping with the feelings of ourselves and others</li> <li>• developing high self-esteem and positive interactions with others</li> <li>• being emotionally literate helps children focus better on their learning</li> </ul>	

ELKLAN support	£5500	Training, resources and allocation of ELKAN trained staff	Speech and language interventions in the early years environment	
Improving Lunchtimes – social skills & interaction	£3000	Daily dedicated lunchtime club to promote social skills and inclusion through team and individual games.	Higher frequency of positive playtimes leading to improved self-esteem and learning outcomes	
SNAP Intervention	£6500	Targeted Wave 2 intervention to increase low attaining mathematicians' number fluency in years 3 to 6.	Accelerated progress in Maths for targeted children to achieve end of year age related expectations.	
Wave 2 & 3 Phonics Intervention	£4500	Continuing investment in teaching resources and staff training to support the teaching and learning for specific intervention groups.	Accelerated progress in Reading and Writing for targeted children to achieve end of year attainment targets.	
Group focused teaching	£4500	Precision teaching and targeted reading and writing support for individuals and small groups delivered by HLTAs and TAs	Accelerated progress in Reading and Writing for targeted children to achieve end of year attainment targets.	
Y6 Booster groups	£3200	Funded TA for Afternoon sessions - Year 6 pupils who are vulnerable for not making 'good' progress in English and Maths	All children to make 'good' progress in relation to their starting points in Reading and Maths.	
Enrichment activities	£3500	Enabling participation in school visits, residential trips, breakfast club and musical instrument lessons	Enhance learning opportunities Build self-esteem and social skills. Access to a broad curriculum and raised self-esteem. Calm and nutritious start to the day leading to higher self-esteem and improved access to learning	
Teacher and TA training and resources	£4800	Training on SNAP, project X code Phonics, ADHD, ASD, PDA and Behaviour Management	TAs can more effectively address the individual needs of children when intervening to ensure expected or accelerated progress	

