



Pupil Premium Funding Report 2015-2016

Focus	Allocation 2015/16 £50,160.00	Expenditure
Teacher .2 Interventions Year 1 &2 Maths and English Boosters		£4,980
TA Support intervention and Behaviour support		£16,716
3x TA support Yr R, 1, 2 Phonic booster groups, Lit support		£15,628
Curriculum Resources	Numicon	£2566.83
	PM Benchmarking	£262.50
SEN Teacher	Extra half day a week	£4,930
Nurture Teacher and support		£6,321.33
Counselling	Play Therapy	£598
School Clubs	Ocarina	£450
School Trips	Whipsnade Zoo, Tudor Day, Summer Trips	£680
Speech intervention support	TA -8hours a week	£1,156
	Spent	£49,363.59
	Balance remaining	£796.41

Funding Focus	Impact
Teacher .2 Interventions Year 1 &2 Maths and English Boosters	Boosters for children that needed extra support and on the cusp of reaching age related expectations. Progress was reviewed on a half termly basis and was looked at during pupil progress meetings. Regular monitoring and review of interventions took place.
TA Support intervention and Behaviour support	Interventions carried out by TA's within the class under direction from Class Teacher. Progress was reviewed on a half termly basis and was looked at during pupil progress meetings. Regular monitoring and review of interventions took place. Training was provided where necessary. Children were more engaged and were able to access aspects of the curriculum that they previously were unable to. Rates of progress and attainment were raised.
3x TA support Yr R, 1, 2 Phonic booster groups, Lit support	It was recognised that within Reading and Writing extra support was required. Children that engaged in interventions made good progress and the 1-1 phonic boosters improved the % of



	children that passed the phonic test.
Curriculum Resources	Better progress made in Maths and Reading due to purchase of Numicon and pm Benchmarking for reading.
SEN Teacher	SEN teacher worked an extra half day to support with children that could not access the curriculum and to plan individual support plans for them.
Nurture Teacher and support	Training for a support teacher was provided. Training was also provided staff working with children that had emotional needs. Children that took part in these groups benefited hugely. They were able to be ready to engage and learn.
Counselling	Children that required play therapy benefited from being able to talk about how they were feeling.
School Clubs	School Trips and Clubs contributed to the sense of well-being and opportunities that they may not have. The children had the access to the same opportunities as their peers.
School Trips	
Speech intervention support	Children benefited from our specialist TA trained in Speech and Language Therapy. This has ensured that children have had targeted support that has positively impacted on their speech development.

Attainment and Progress Data End of Key Stage 1 2015-2016

No. in cohort	56	School Year 2 % of All pupils at Expected standard+	School Year 2 % of Disadvantaged pupils at Expected standard+	School Year 2 % of All pupils working at Greater depth (GDS)	National Other % working at Expected standard+	% Difference between School Disadvantaged pupils and National Other
No of Disadvantaged	15					
Reading		73	60	43	78	-18
Writing		77	60	27	70	-10
Mathematic		73	60	23	77	-17