



Pupil Premium Report

2016/2017 Impact of Pupil Premium Grant

In 2016-2017 we continued to use Pupil Premium Funding to raise attainment and progress for our disadvantaged children. We continued to diminish the difference between them and our non-disadvantaged pupils. Alongside this, we aimed to develop pupil confidence and support parents.

2016-2017 Funding Allocation

Year Group	Ever 6 FSM	Forces Family	Children Looked after
Reception	7	0	0
Year 1	13	0	0
Year 2	16	0	0

Pupil Premium in School 2016-17

Pupil Premium Group	Number of Children in Group	Funding Per Child	Total Funding
Ever 6 FSM	37	£1320	£48,840
Forces Family	0	0	0
Children Looked After (CLA)	0	0	0
			£48,840

Early Years Pupil Premium 2016-17

Number of children	Funding Per Child	Total Funding
5	£302.10	£1510.50



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Project	Cost	Objective	Impact
Nurture Support Protective behaviours training	£22,210.20	<p>Providing additional support for children with a range of needs – emotional, social and behavioural.</p> <p>One to one support for specific pupils.</p> <p>Listening service - Parents feel supported by the school and family support workers who we work closely with.</p>	<ul style="list-style-type: none"> • Children and parents feel supported. • The gap in achievement between all pupils and PPG Pupils is narrowing in KS1 (See table at the end of document).
Trips	£1000	Subsidised funding to enable children to have additional experiences such as trips out of school, Mountfitchet castle and visitors to school such as the Planetarium.	<ul style="list-style-type: none"> • Children take part in a range of enrichment activities at no extra cost to their parents.
Uniform and book bags	£100	Children have the correct uniform and bag to take letters, books and homework home and they have the same opportunities as everyone else.	<ul style="list-style-type: none"> • Children and parents feel supported.
Assertive Mentoring	£3000	<p>Barriers to learning are overcome and targeted children make expected progress. Books, games and stationary are given to aid learning at home.</p> <p>SLT Lead to report analysis of the impact of interventions and future plans</p> <p>Meet with parents to discuss barriers to learning.</p>	<ul style="list-style-type: none"> • Children and parents have resources and an understanding of how they can learn at home. • Progress of PPG Children is tracked to ensure that strategies are working and expenditure of funds is having a positive impact on diminishing the difference between disadvantaged pupils and others.

			<ul style="list-style-type: none"> • Staff training conducted to discuss the importance of PPG and what we can do to support these children without labelling in the classroom.
Extended School – PPG Homework Club	£400	<p>PPG children targeted for ½ hour Homework Club each week. Run by 2 Teaching Assistants.</p> <p>PPG Children are included in free clubs within school.</p>	<ul style="list-style-type: none"> • Children’s self-esteem and confidence boosted as their homework is completed. Children are given support within a small group to complete this. • Children are given opportunities to take part in clubs when cost may have prohibited this.
Counselling	£1200	Providing additional support for children with a range of needs – emotional, social and behavioural.	<ul style="list-style-type: none"> • Children and parents feel supported. • Social and emotional needs are being met for the individual pupils who require additional support.
Speech and Language Support WellComm	Trained TA 2 days per week £4430.19	Children with language difficulties receive early intervention. Small group and 1:1 support.	<ul style="list-style-type: none"> • Children receive speech and language support on a twice weekly/weekly basis. This is more than the Speech and Language Service would be able to provide.
Books2Share	£500	‘Core books’ identified from Pie Corbett’s Reading Spine purchased for each year group and read continuously throughout the year in order for children to become more familiar with story structure and become introduced to rich language.	<ul style="list-style-type: none"> • By the end of KS1 children have an understanding of at least 18 ‘core books’. They know the stories well, understand the story structure, have an awareness of character descriptions, rich language and are able to make comparisons between texts and the work of different authors.



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KS1 Diminishing the difference: Percentage of KS1 disadvantaged pupils attaining the expected standard + compared to national 'other' pupils in 2017

No. in cohort	53	School Year 2 % and number of <u>All</u> pupils at Expected standard+	School Year 2 % and number of <u>Disadvantaged</u> pupils Expected standard+		School Year 2 % of <u>All</u> pupils working at Greater depth (GDS)	<u>National Other</u> % working at Expected standard+	<u>% Difference</u> between School Disadvantaged pupils and National Other Expected+
			No (e.g. 2/7)	%			
No. of disadvantaged	14						
Reading		74	9/14	64	23	77	-13
Writing		70	10/14	71	17	69	+2
Mathematics		74	10/14	71	21	74	-3