

**Pupil Premium Review 2015 – 2016**

Pupil Premium Allocation 2015 – 2016 £146 000 To be confirmed.

**Based on Arbour Findings**

Reading Disadvantaged Average Scaled Score Our School :**100.5** vs **104.6** Non Disadvantaged Our school Vs **99.9** Vs National Disadvantaged Vs National Non Disadvantaged **103.8**

Maths Disadvantaged Average Scaled Score Our School: **102.5** vs **105.6** Non disadvantaged in our school Vs National disadvantaged **100.7** Vs national Non disadvantaged **104.1**

Writing is Teacher Assessment not Point Score based : **85%** of Disadvantaged pupils in our school achieved expected Vs **79%** of all children nationally.

Pupil Premium Strategies	Objectives	Impact / Outcomes
RWI Phonic Intervention  4 x30 minute sessions every week Yrs 3 & 4	-To improve reading and writing - To move children through each level of the programme to ensure phonic understanding. -To reintegrate chn into mainstream lessons when they leave the program after daily intervention. - To improve levels of reading and spelling.	-85% of Pupil premium children on the program have moved through RWI and successfully completed the program. - Children who have not completed the program are now making good progress through the RWI intervention and are progressing more quickly both in RWI and in lessons. - Remaining PP children will complete the program by the end of Year 4.
Subsidised Trips including PGL, London trip and Challenger Troop.	- To ensure that PP children numbers are better represented in extra curricular trips. - Raise aspiration - Build cultural capital - Platform in which to develop and demonstrate core school values - Increased confidence and resilience (building learning power) - Build effective relationships with peers - Problem solving.	-Chn attending trips demonstrate the meeting of objectives and are able to transfer the skillsets that they have developed as a result of these activities.
Library and Reading	<p><b>Reading dog:</b> to engage low confidence readers, improve attendance, re-engage with reading, positive experiences.</p> <p><b>Family reading:</b> to engage and support families to create a love of reading as a shared activity.</p> <p><b>Librarian :</b> work with chn to select appropriate texts and foster a love or reading and exploring books. A nurtured environment for chn to enjoy at breaks and lunch.</p>	Children do re-engage with reading and demonstrate greater positivity. The hardest chn to engage enjoy the current provisions and are reading far more regularly as a result (including at home).  PP children that are low attainers showed increased progress in reading and grew in confidence.
Family learning manager/ peer mediation training/ Play leaders	Soft skills family support. -To provided ongoing support to the most vulnerable families.	- Effective and valuable support provided. Detailed information available to support this.
Decrease class sizes	- Improve ratio of adults to children to ensure teacher is able to specifically target Pupil Premium children more effectively.	- Teachers have been able to differentiate and work with smaller groups of children providing targeted support where necessary.
Drawing and talking then school counsellor	- D&T: To provide an opportunity for children to discuss personal challenges and obstacles to learning. - To evaluate suitability for counselling.	- Confidential record of emotional development. Positive outcomes.

	<ul style="list-style-type: none"> <li>- To build effective strategies to manage issues and to deal effectively with emotions.</li> </ul>	
Lunch time and after school activity clubs	<ul style="list-style-type: none"> <li>- To engage children outside of the school day</li> <li>- To allow children to interact and build relationships with a wide range of adults in the school.</li> <li>- <b>Sports clubs:</b> To encourage skills in teambuilding, confidence and physical fitness.</li> <li>- To work with positive sporting role models within the school.</li> <li>- <b>Homework club:</b> To encourage skills in organisation, To help meet school expectations, To allow staff to give extra support completing homework where necessary.</li> <li>- <b>Specialist Performing Arts clubs</b> :To encourage confidence and raise aspiration of pupils, To build on children's cultural capital.</li> </ul>	<p>Clubs are popular and well subscribed; children who attend have grown in confidence and have learned valuable team building skills.</p> <p>Positive role models have effective links to children and are used to discuss behaviour, positive outlook and language for learning.</p> <p>Homework groups are well attended and children that previously do not submit pieces are now completing them on time and to an improved standard.</p> <p>Specialist groups have raised aspiration and enabled children to showcase their developing skills and talents at a range of events.</p>
Gross and fine motor skills  - Support of class based skills that are required as part of everyday learning	<p>Fizzy Yr 3 &amp; 4</p> <ul style="list-style-type: none"> <li>- To improve balance and co-ordination</li> </ul> <p>Clever Hands Yr 3 &amp; 4</p> <ul style="list-style-type: none"> <li>- To improve fine motor skills including cutting, drawing, should aid handwriting</li> </ul> <p>Sensory Skills Circuits :</p> <ul style="list-style-type: none"> <li>-To assist children with sensory overload and improve focus on tasks and increased alertness.</li> <li>-To promote physical, social and emotional development.</li> </ul>	<p>All children on fizzy and clever hands provision are working with good pace through levels</p> <p>Introduced term 4 so limited time to assess impact. Initial feedback from related staff is positive.</p>