



Pupil Premium self-review

Plan & Finances for previous year

Plan 2014-15

Total number of pupils on roll	300																																										
Total number of pupils eligible	84																																										
Nature of Support	Cost	Proposed Impact	Impact																																								
One to one tuition for YR 6/YR 2 children Maths and literacy Teachers and teaching assistant employed to lead focused sessions to develop areas identified for support and progression Teaching Assistant	£60000	<ul style="list-style-type: none"> Children will achieve at least in line with non-pupil premium children. 	<p>Y6 results for PP children</p> <p>Reading 100% 2 levels progress 44% 3 levels progress 11% 4 levels progress</p> <p>Writing 100% 2 levels progress 33% 3 levels progress 11% 4 levels progress</p> <p>Maths 78% 2 levels progress 11% 3 levels progress</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2014</th> <th colspan="2">2015</th> </tr> <tr> <th></th> <th>2 Levels (Sch vs Nat)</th> <th>3 Levels (Sch vs Nat)</th> <th>2 Levels (Sch vs Nat)</th> <th>3 Levels (Sch vs Nat)</th> </tr> </thead> <tbody> <tr> <td>Re: All</td> <td>74% vs 91%</td> <td>22% vs 35%</td> <td>96%</td> <td>52%</td> </tr> <tr> <td>Re: PP</td> <td>80% vs 92%</td> <td>27% vs 34%</td> <td>100%</td> <td>55% (+11% 4 levels)</td> </tr> <tr> <td>Wr: All</td> <td>78% vs 93%</td> <td>15% vs 33%</td> <td>96%</td> <td>40%</td> </tr> <tr> <td>Wr: PP</td> <td>67% vs 94%</td> <td>7% vs 34%</td> <td>100%</td> <td>33%</td> </tr> <tr> <td>Ma: All</td> <td>78% vs 89%</td> <td>19% vs 35%</td> <td>80%</td> <td>24%</td> </tr> <tr> <td>Ma: PP</td> <td>73% vs 91%</td> <td>27% vs 38%</td> <td>66%</td> <td>11%</td> </tr> </tbody> </table> <p>Y2 In the writing focus where a 1:1 teacher was employed the PP children, the PP children made 0.3aps more progress than the non-pp pupils.</p> <ul style="list-style-type: none"> All children completed homework/reading regularly with play worker All children appreciated the time with the play worker More quantifiable evidence will be 		2014		2015			2 Levels (Sch vs Nat)	3 Levels (Sch vs Nat)	2 Levels (Sch vs Nat)	3 Levels (Sch vs Nat)	Re: All	74% vs 91%	22% vs 35%	96%	52%	Re: PP	80% vs 92%	27% vs 34%	100%	55% (+11% 4 levels)	Wr: All	78% vs 93%	15% vs 33%	96%	40%	Wr: PP	67% vs 94%	7% vs 34%	100%	33%	Ma: All	78% vs 89%	19% vs 35%	80%	24%	Ma: PP	73% vs 91%	27% vs 38%	66%	11%
	2014		2015																																								
	2 Levels (Sch vs Nat)	3 Levels (Sch vs Nat)	2 Levels (Sch vs Nat)	3 Levels (Sch vs Nat)																																							
Re: All	74% vs 91%	22% vs 35%	96%	52%																																							
Re: PP	80% vs 92%	27% vs 34%	100%	55% (+11% 4 levels)																																							
Wr: All	78% vs 93%	15% vs 33%	96%	40%																																							
Wr: PP	67% vs 94%	7% vs 34%	100%	33%																																							
Ma: All	78% vs 89%	19% vs 35%	80%	24%																																							
Ma: PP	73% vs 91%	27% vs 38%	66%	11%																																							
Pastoral support – play worker employed Opportunities for some focused time with an adult.	£2000	<ul style="list-style-type: none"> Children with emotional issues have the opportunity to discuss these with an adult and impact positively on their 	<ul style="list-style-type: none"> All children completed homework/reading regularly with play worker All children appreciated the time with the play worker More quantifiable evidence will be 																																								



Activities may include: Talk time Play opportunities to develop social and communication skills Support with home learning activities		emotional state and readiness to learn <ul style="list-style-type: none"> Children will be able to socialise and communicate with peers Children complete reading/homework which they may not have opportunity to do at home. 	available following the annual PASS (Pupil Attitude to Self and School) survey, when a direct comparison with previous data will be looked at
Breakfast club payment -identified children for specific difficulties -breakfast club employee	£400 £5000	<ul style="list-style-type: none"> Children attend school on time and ready to learn 	<ul style="list-style-type: none"> Specific children raised attendance and arriving on time and prepared for school
School trips/extra-curricular/music tuition Including coaches/music teachers	£20,000	<ul style="list-style-type: none"> Enable lower income families to access enrichment opportunities and provide opportunities for life experiences and skills that will impact on progress. 	<ul style="list-style-type: none"> All pupil premium children given free school trips and access to whole school events. Only one child pursued free tuition. We aim to increase this during the next academic year.
School uniform One school sweatshirt and school bag per academic year	£1300	<ul style="list-style-type: none"> Support families with costs 	<ul style="list-style-type: none"> All PP children have this available to them
Other subsidised equipment/accessories that help children enjoy and engage with school life	£1000	<ul style="list-style-type: none"> Children are settled and happy in school. 	<ul style="list-style-type: none"> Examples of this included buying swimming kit or PE kit where families were facing immediate financial hardship. Equipment for example alarm clock which ensure an improved attendance for a particular child. Less 'lates' over the summer term.