

Sedlescombe CE Primary School

Pupil Premium 2015-2016

17% of our Pupils are eligible for Pupil Premium

Pupil Premium Funding = £53,000

Aims and desired outcomes:

Academic outcomes:

All Pupil Premium children make the same or better progress as compared with all children nationally.

All Pupil Premium children have accelerated progress where needed to ensure they are at least at National Standard with the same percentage achieving mastery standard as compared to all children nationally.

Increased engagement and enjoyment in school life:

All PP children attend at least one after school club.

All PP children where reading is an issue have their own personalised reading material to inspire.

All pupil premium parents / carers attend parents evenings and at least one other academic learning experience with their child per term e.g. Good Work Assembly, phonics lesson, project celebration, pop in and share sessions.

Where needed, PP children have access to wider opportunities such as music lessons etc.

Area of Spend	Contribution of Pupil Premium	Description of Intervention	Education Endowment Fund (The Sutton Trust)	Intended Outcomes	Impact
To ensure quality first teaching and feedback for all children.					
Staff CPD - Grammar for the new curriculum.	£150	One day grammar course for English leader and KS1 leader. Staff INSET time to feedback	-	All staff have the expertise to deliver creatively the new Grammar curriculum across the school. Consistent whole school approach to teaching and learning in grammar. Good outcomes for all learners in grammar assessment opportunities.	Grammar Punctuation and Spelling SAT result for year 6: 92% at Expected National Standard. All classrooms have an age appropriate grammar display to support learning. All teachers delivering grammar teaching as a start to English lessons as well as integrating into class texts. Good CPD available for staff from English leader / KS1 leader.
Staff CPD (Particularly focusing on mastery approaches)	£1000	To be able to send staff on INSET and feedback to all staff to improve quality first	-	To secure greater levels of progress in English and maths. To ensure minimum	Courses attended: <ul style="list-style-type: none"> • Jan 2016 English and Grammar for Mastery • Jan 2016 Year 6 Teacher Maths For the New Curriculum (including Fluency, Reasoning and

to teaching and learning.)		teaching across the school.		required progress by end of year SATs results in addition higher percentages achieving mastery standard.	<p>Problems Solving to develop deeper learning)</p> <ul style="list-style-type: none"> • Mar 2016 Year 2 Teacher Maths For the New Curriculum (including Fluency, Reasoning and Problems Solving to develop deeper learning) • April Whole School INSET Day on New Curriculum (Teachers and TAs) (including Fluency, Reasoning and Problems Solving to develop deeper learning) <p>Impact - see SATs results / teacher assessment below.</p>
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<p>Marking and feedback for children.</p>	<p>None except staff time and lesson time.</p>	<p>Improve the use of feedback to move learning forward - children responding to feedback and doing in the next piece of work.</p> <p>Marking policy reviewed by Term 1 and shared at INSET 2.9.15 Termly monitoring and feedback by SLT.</p>	<p>Feedback + 8 months High impact for low cost.</p>	<p>Evidence from books shows increasing dialogue between staff and children of all ages.</p> <p>Improving awareness of learning seen in upper KS2 dialogue in books.</p> <p>Evidence of children using feedback in the next piece of work (especially Target Write).</p>	<p>Pupil Voice conducted with Pupil Premium Children April 2016 (analysis in school). Children from all year groups had a good understanding of how to marking and feedback worked for their age group. All year groups could articulate how they know how to improve their work - either the current piece or take marking feedback into the next piece.</p> <p>Book scrutiny in English and Maths in all classes graded good or outstanding.</p> <p>Policy revised May 2016 to strengthen further.</p> <p>See academic results below.</p>
<p>To ensure all vulnerable children receive additional academic support as is necessary to secure good academic outcomes.</p>					
<p>Small Group Teaching (Teacher)</p>	<p>£14000</p>	<p>2 x mornings teaching focus children in English and maths (6</p>	<p>Small group tuition + 4 months Moderate impact for moderate costs</p>	<p>To secure greater levels of progress in English and maths.</p>	<p>See SATs outcomes for year 6 below.</p>

		<p>children per group) following the same curriculum as the class but at the level required for the children. (1 morning = year 6, 1 morning = year 5)</p> <p>2 x afternoon pre teaching in maths year 6 to build confidence and fill gaps.</p>		<p>To ensure minimum required progress by end of year SATs results in addition higher percentages achieving mastery standard.</p>																					
Additional TA (TA)	£7000	<p>Daily 1:1 / small group teaching in English and Maths. 1:1 reading daily <u>Year 3 children</u> Focus children who are vulnerable to underachievement.</p>	<p>Teaching assistants + 1 month Low impact for high cost</p>	<p>To secure greater levels of progress in reading, writing and maths.</p>	<p>At expected standard:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Dis (4 chn)</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>Non Dis (29 chn)</td> <td>88%</td> <td>80%</td> <td>76%</td> </tr> </tbody> </table> <p>AWL Points:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Dis (4 chn)</td> <td>2.3</td> <td>2.2</td> <td>2.4</td> </tr> </tbody> </table>		R	W	M	Dis (4 chn)	75%	75%	75%	Non Dis (29 chn)	88%	80%	76%		R	W	M	Dis (4 chn)	2.3	2.2	2.4
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		<p>TA actions planned by class teacher following gap analysis - focus on basic skills. Some 1:1 work, some small group work (outside of the classroom) and some working in the classroom.</p>			<table border="1"> <tr> <td>Non Dis (29 chn)</td> <td>2.7</td> <td>2.6</td> <td>2.7</td> </tr> <tr> <td>Gap</td> <td>-0.4</td> <td>-0.4</td> <td>-0.3</td> </tr> </table> <p>Gap for maths has not widened this year for maths and only 0.1 different for reading and writing.</p>	Non Dis (29 chn)	2.7	2.6	2.7	Gap	-0.4	-0.4	-0.3																				
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Small group teaching (TA)	£4500	<p>3 x mornings in <u>year 4</u> focusing on Pupil Premium children and children who are vulnerable to underachievement.</p> <p>TA actions planned by class teacher following gap analysis - focus on basic skills. Some 1:1 work,</p>	<p>Teaching assistants + 1 month Low impact for high cost</p>	<p>To secure greater levels of progress in reading, writing and maths.</p>	<p>At expected standard:</p> <table border="1"> <tr> <td></td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>Dis (6 chn)</td> <td>67 %</td> <td>67%</td> <td>83%</td> </tr> <tr> <td>Non Dis (26 chn)</td> <td>85 %</td> <td>84%</td> <td>92%</td> </tr> </table> <p>AWL Points:</p> <table border="1"> <tr> <td></td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>Dis (6 chn)</td> <td>2.3</td> <td>2.4</td> <td>2.6</td> </tr> <tr> <td>Non Dis (26 chn)</td> <td>2.8</td> <td>2.9</td> <td>2.6</td> </tr> <tr> <td>Gap</td> <td>-0.5</td> <td>-0.5</td> <td>0</td> </tr> </table>		R	W	M	Dis (6 chn)	67 %	67%	83%	Non Dis (26 chn)	85 %	84%	92%		R	W	M	Dis (6 chn)	2.3	2.4	2.6	Non Dis (26 chn)	2.8	2.9	2.6	Gap	-0.5	-0.5	0
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Additional INA time for some vulnerable children	£3800	2 x INA to work with vulnerable children in year 5. Working on attachment issues, learning behaviour and social skills.	Mentoring +1 month Low impact for moderate cost.	Better attachment and emotional stability. Greater learning time in the classroom. Improved behaviour. To secure greater levels of progress in reading, writing and maths.	<p>At expected standard:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Child B</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> </tbody> </table> <p>AWL Points:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>2.5</td> <td>2.6</td> <td>2.5</td> </tr> <tr> <td>Child B</td> <td>2.1</td> <td>2.1</td> <td>2.8</td> </tr> <tr> <td>Class Ave</td> <td>2.4</td> <td>2.3</td> <td>2.6</td> </tr> </tbody> </table> <p>AWL Points Progress:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>0.9</td> <td>0.5</td> <td>0.7</td> </tr> <tr> <td>Child B</td> <td>0.5</td> <td>0.7</td> <td>0.7</td> </tr> <tr> <td>Class Ave</td> <td>0.4</td> <td>0.6</td> <td>0.5</td> </tr> </tbody> </table>		R	W	M	Child A	Yes	Yes	Yes	Child B	Yes	Yes	Yes		R	W	M	Child A	2.5	2.6	2.5	Child B	2.1	2.1	2.8	Class Ave	2.4	2.3	2.6		R	W	M	Child A	0.9	0.5	0.7	Child B	0.5	0.7	0.7	Class Ave	0.4	0.6	0.5
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Small group Nurture Class	£7200	To set up a nurture class for vulnerable	Social and emotional learning + 4 months	Better attachment and emotional stability.	All children in Nurture class passed phonics screening test.																																												

		children in year 1 to improve social and emotional aspects of their learning to then also impact on academic learning.	Moderate impact for low cost	<p>Improved concentration and learning behaviour in lessons.</p> <p>Improved behaviour in lessons and playground.</p> <p>To secure greater levels of progress in reading, writing and maths.</p>	<p>All but two of the children have been reintegrated into the year 1 class (full time for English and maths) over the course of the year.</p> <p>All children will be back in class in year 2 for all subjects and no nurture class is needed.</p> <p>See outcomes for year 1 below.</p>
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To improve children's emotional well being.

Staff training.	£750	To train one member of staff to be a Thrive Practitioner. New SENCO already a trained thrive Practitioner. Assistant SENCO to also undertake this	<p>Social and emotional learning + 4 months Moderate impact for low cost.</p> <p>Behaviour Interventions: + 4 months Moderate impact for moderate cost.</p>	<p>Better emotional stability.</p> <p>Greater learning time in the classroom.</p> <p>Improved behaviour.</p> <p>To secure greater</p>	<p>Thrive Whole Class Analysis</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>% Oct</th> <th>% Jun</th> </tr> </thead> <tbody> <tr> <td></td> <td>15</td> <td>16</td> </tr> <tr> <td>R</td> <td>61 (Skills and Structure)</td> <td>69 (Skills and Structure)</td> </tr> <tr> <td>1</td> <td>61 (Skills and Structure)</td> <td>78 (Skills and Structure)</td> </tr> <tr> <td>2</td> <td>83 (Skills and Structure)</td> <td>85 (Skills and Structure)</td> </tr> </tbody> </table>	Yr	% Oct	% Jun		15	16	R	61 (Skills and Structure)	69 (Skills and Structure)	1	61 (Skills and Structure)	78 (Skills and Structure)	2	83 (Skills and Structure)	85 (Skills and Structure)
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		training in order to assess children and set up individual programmes for vulnerable children to improve their emotional well being.		levels of progress in reading, writing and maths.	<table border="1"> <tr> <td>3</td> <td>66 (Skills and Structure)</td> <td>72 (Power and Identity)</td> </tr> <tr> <td>4</td> <td>82 (Skills and Structure)</td> <td>91 (Skills and Structure)</td> </tr> <tr> <td>5</td> <td>70 (Skills and Structure)</td> <td>69 (Power and Identity)</td> </tr> <tr> <td>6</td> <td>81 (Skills and Structure)</td> <td>88 (Skills and Structure)</td> </tr> </table>	3	66 (Skills and Structure)	72 (Power and Identity)	4	82 (Skills and Structure)	91 (Skills and Structure)	5	70 (Skills and Structure)	69 (Power and Identity)	6	81 (Skills and Structure)	88 (Skills and Structure)
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Staff training	£1000	<p>To hold a whole school Thrive awareness training. Thrive approach used consistently across the school to support social and emotional development.</p> <p>Classroom staff able to complete class screening in order to suggest and</p>	<p>Social and emotional learning + 4 months Moderate impact for low cost.</p> <p>Behaviour Interventions: + 4 months Moderate impact for moderate cost.</p>	<p>Better emotional stability.</p> <p>Greater learning time in the classroom.</p> <p>Improved behaviour.</p> <p>To secure greater levels of progress in reading, writing and maths.</p>	<p>Individual Programmes</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>5 chn On average they have made 10% progress in their development strand.</td> </tr> <tr> <td>1</td> <td>2 chn They have made on average 33% on their developmental strands, with both children now being at an appropriate level.</td> </tr> <tr> <td>2</td> <td>2chn They have made good progress, moving up a developmental strand. This work will continue with new programmes written.</td> </tr> <tr> <td>3</td> <td>4 chn All progressed into the next developmental stage</td> </tr> </tbody> </table>	Yr	Outcome	R	5 chn On average they have made 10% progress in their development strand.	1	2 chn They have made on average 33% on their developmental strands, with both children now being at an appropriate level.	2	2chn They have made good progress, moving up a developmental strand. This work will continue with new programmes written.	3	4 chn All progressed into the next developmental stage		
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School counsellor	£2500	To employ a school counsellor for children. School counsellor used to support vulnerable children across	Social and emotional learning + 4 months Moderate impact for low cost. Behaviour Interventions: + 4	Better emotional stability. Greater learning time in the classroom. Improved	<u>Parental feedback:</u> 'It gave time to consider different ways to react when angry.' 'X enjoyed the activities.' All areas assessed on parent questionnaires (confidence, self-esteem, emotional wellbeing, communication, problems solving, social skills, academic) showed high								

		the school within a planned programme of support.	months Moderate impact for moderate cost.	behaviour. To secure greater levels of progress in reading, writing and maths.	scores or improved scores since the counselling sessions. <u>Pupil Voice:</u> 'Before the sessions I felt sad. After a while I felt happy again.' 'I'm more enthusiastic about learning and communicating with my friends and teachers.' 'I talk to my teachers and friends a lot more now about how I feel.'
Outdoor learning.	£900 (training) £6000 (Salary)	To train a member of staff in the Forest Schools approach to teaching and learning and employ them for one day a week to facilities groups of children in this approach.	Outdoor adventure learning + 3 months Moderate impact for moderate costs.	Better emotional stability. Greater learning time in the classroom. Improved behaviour. To secure greater levels of progress in reading, writing and maths.	<u>Parental feedback:</u> 'More independent and confident in her own abilities' 'Has learnt plenty of new life skills and improved confidence all round.' 'She is much more aware of the natural environment and how to keep safe. It has boosted her confidence.' 'As a disabled single parent I think it is great that children get to go outside and try things that they wouldn't be able to try in day to day life. Mr SH is a fun, confident and strong role model and it is brilliant for children like mine who don't have many male role models outside of school.' 'I feel this is a fantastic opportunity

					<p>you have provided as not many children get the opportunity to go outside and play in the mud. She was more than happy to come into school on a Friday which is amazing as she can be a bit of a pickle getting to school.'</p> <p><u>Pupil Voice:</u> 'It helped me make new friends' 'I talked to people I would not normally have talked to.' 'It has helped me focus on a task, which was hands on'</p>
Mentoring	None except staff time.	<p>To run mentoring scheme for vulnerable individuals. To highlight through data analysis children vulnerable to underachievement and a named adult (DHT) as a mentor.</p> <p>Find out about their barriers to learning, help</p>	<p>Meta-cognition and self-regulation + 8 months High impact for low cost, based on extensive evidence.</p>	<p>For children to be in charge of their learning and increased confidence in their abilities to succeed.</p> <p>To secure greater levels of progress in reading, writing and maths.</p>	<p>Due to changes in staffing this has not been able to happen this year. It will be carried forward to next year.</p>

		them with meta cognition, set goals and check in regularly with them.			
To continue to maintain and strengthen home school partnership with all families but especially harder to reach families.					
Parental engagement with learning.	None (Except time of staff to organise)	To start pop in and see sessions at the beginning / end of day (15 mins). Each class to have at least 1 opportunity per term where children invite their parents in to see some element of learning.	Parental involvement + 3 months Moderate impact for moderate costs	All parents but especially Pupil Premium Parents are engaged in school life, know how their children are progressing with their learning and how to help at home.	61% of disadvantaged parents attended terms 1 and 2 Pop in and See events. 72% of disadvantaged parents attended terms 3 and 4 Pop in and See events.
Parental engagement with learning.	None (except staff time to advertise and prepare)	To invite parents / carers into school to join phonics lessons once a week in year 1. Parents are involved with	Parental involvement + 3 months Moderate impact for moderate costs Phonics + 4 months	All parents but especially Pupil Premium Parents are engaged in school life, and know how to support their	2 out of the 4 disadvantaged parents attended weekly phonics sessions regularly. On average each session had 12 parent / carers with positive feedback on how it had helped them support their child with phonics in

		their child's learning, see teaching strategies and terminology which increases their ability to help with learning at home.	moderate impact for low cost	children at home.	their reading and writing at home. 100% of children in year 1 passed the Phonics Screening Test.
To increase engagement and enjoyment of school for vulnerable children.					
Extracurricular activities	£1500	Financial contribution towards extracurricular opportunities for Pupil Premium eligible children to ensure they are able to take part in the broader life of the school. To include: <ul style="list-style-type: none"> Year 6 residential 	Arts participation + 2month Low impact for low cost Extending school time + 2 months Low impact for moderate cost Sports participation + 2 months Moderate impact for moderate cost	Increased participation in extracurricular activities. Increased enjoyment of school and positive contribution to school community. Increased self esteem and confidence (leading to improved academic outcomes).	Opportunities disadvantaged families have had this year: <ul style="list-style-type: none"> Year 6 Residential Trips School Swimming Lessons Some school trips Some after school clubs Some Extended services

		<ul style="list-style-type: none"> Swimming lessons Extended schools 																																	
After school clubs.	£1200 Staff time to facilitate / liaise with parents / carers.	To ensure all disadvantaged children take part in at least one after school club per week. Classroom staff / DHT to talk with disadvantaged children at the beginning of each big term to ensure that they are attending at least one after school activity. Staff to liaise with parents / carers where necessary to facilitate this especially in families where	<p>Arts participation + 2month Low impact for low cost</p> <p>Extending school time + 2 months Low impact for moderate cost</p> <p>Sports participation + 2 months Moderate impact for moderate cost</p>	<p>Increased participation in extracurricular activities.</p> <p>Increased enjoyment of school and positive contribution to school community.</p> <p>Increased self esteem and confidence (leading to improved academic outcomes).</p>	<p>Club Attendance for disadvantaged children:</p> <table border="1"> <thead> <tr> <th>Term</th> <th>% of disadvantaged children attending at least one club</th> </tr> </thead> <tbody> <tr> <td>1 and 2</td> <td>91%</td> </tr> <tr> <td>3 and 4</td> <td>74%</td> </tr> <tr> <td>5 and 6</td> <td>63%</td> </tr> </tbody> </table> <p>Overall participation for disadvantaged children:</p> <table border="1"> <thead> <tr> <th>Number of clubs in 2015-2016:</th> <th>Percentage of children</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>3%</td> </tr> <tr> <td>1</td> <td>18%</td> </tr> <tr> <td>2</td> <td>13%</td> </tr> <tr> <td>3</td> <td>15%</td> </tr> <tr> <td>4</td> <td>13%</td> </tr> <tr> <td>5</td> <td>13%</td> </tr> <tr> <td>6</td> <td>13%</td> </tr> <tr> <td>7</td> <td>3%</td> </tr> <tr> <td>8</td> <td>-</td> </tr> <tr> <td>9</td> <td>-</td> </tr> </tbody> </table>	Term	% of disadvantaged children attending at least one club	1 and 2	91%	3 and 4	74%	5 and 6	63%	Number of clubs in 2015-2016:	Percentage of children	0	3%	1	18%	2	13%	3	15%	4	13%	5	13%	6	13%	7	3%	8	-	9	-
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		this has not happened in previous years.			<table border="1"> <tr> <td>10</td> <td>5%</td> </tr> <tr> <td>11</td> <td>5%</td> </tr> </table>	10	5%	11	5%		
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Access to high quality reading material	£500	To buy high quality books for disadvantaged children at different holidays throughout the year in order to encourage them to continue reading over the breaks.	-	<p>Improved access to high quality reading materials.</p> <p>Improved use of language in writing (link reading into writing).</p> <p>Pleasure in reading.</p> <p>To secure greater levels of progress in English.</p>	<p>Disadvantaged children in years 1-4 (14 chn) who struggle with reading at home / lower attaining pupils / younger pupils (to develop their love of reading) were targeted and had a holiday reading book over October holiday and Christmas holiday.</p> <table border="1"> <tr> <td></td> <td>Read book</td> </tr> <tr> <td>October</td> <td>79%</td> </tr> <tr> <td>Christmas</td> <td>86%</td> </tr> </table> <p>79% of these 14 children achieved age expected attainment for their year group.</p>		Read book	October	79%	Christmas	86%
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October	79%										
Christmas	86%										
Access to music opportunities.	£1000	To pay for music lessons for disadvantaged children.	Arts participation + 2month Low impact for low cost	<p>Increased enjoyment in school life.</p> <p>Increased confidence.</p> <p>To secure greater levels of progress in English and maths</p>	This was not followed through this year. Funding put aside for this opportunity was spent on additional staffing to support vulnerable children.						

Wider Analysis of Impact

Early Years

	Non Pupil Premium (31 children)	Pupil Premium (4 children)	Difference
Secured a Good Level of Development	77%	75%	-2%

Phonics Screening Test

	Non Pupil Premium (27 children)	Pupil Premium (4 children)	Difference
Percentage Passed the Test	100%	100%	0%

Year 2 Teacher Assessment Results

% at Expected Standard

	Reading	Writing	Maths
All Pupils (34 chn)	79%	71%	79%
Disadvantaged (7 chn)	71%	71%	71%
Non Disadvantaged (27 chn)	81%	70%	81%

Year 6 SATs Results

Disadvantaged / Non Disadvantaged

	Reading		Writing		SPAG		Maths	
	Dis (7 chn)	Non (18 chn)	Dis (7 chn)	Non (18 chn)	Dis (7 chn)	Non (18 chn)	Dis (7 chn)	Non (18 chn)
% at National Standard	89%	89%	78%	72%	100%	89%	89%	83%
Average Points Score	104.4	107.4			105.3	107	103.4	105.4

Other Year Groups - Assessment Without Levels Points

Year 1

	Reading			Writing			Maths		
	T2	T3	T6	T2	T3	T6	T2	T3	T6
Disadvantaged (4)	1.6	1.8	3.1	1.8	1.9	3.1	1.8	1.9	2.9
Non Disadvantaged (T2:28 T3:27)	1.8	1.9	3.2	1.9	2	3.3	1.8	1.9	3.0
Gap	-0.2	-0.1	-0.1	-0.1	-0.1	-0.2	0	0	-0.1

Year 3

	Reading			Writing			Maths		
	T2	T3	T6	T2	T3	T6	T2	T3	T6
Disadvantaged (7)	1.5	1.7	2.3	1.3	1.7	2.2	1.5	1.8	2.4
Non Disadvantaged (26)	1.8	2.1	2.7	1.7	2.1	2.6	1.8	2.1	2.7
Gap	-0.3	-0.4	-0.4	-0.4	-0.4	-0.4	-0.3	-0.3	-0.3

Year 4

	Reading			Writing			Maths		
	T2	T3	T6	T2	T3	T6	T2	T3	T6
Disadvantaged (6)	1.3	2	2.3	1.5	1.6	2.4	1.5*	2*	2.6*
Non Disadvantaged (26)	1.5	2.1	2.8	1.5	2.1	2.9	1.4	2	2.6
Gap	-0.2	-0.3	-0.5	0	-0.5	-0.5	+0.1	0	0

*Mid Term 2 One child's maths score is not included. Working at year 1 level.

*Mid Year / End of Year One child's maths score is included but at year 2 level not year 4.

Year 5

	Reading			Writing			Maths		
	T2	T3	T6	T2	T3	T6	T2	T3	T6
Disadvantaged (6)	1.9	2.5	2.5	2	2.5	2.6	2	2.6	2.7
Non Disadvantaged (22)	1.9	2.3	2.5	1.7	2.3	2.5	1.9	2.4	2.5
Gap	0	+0.2	0	+0.3	+0.2	+0.1	+0.1	+0.2	+0.2