

The aim of the Government's Pupil Premium is to raise attainment among the disadvantaged children. It provides additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as pupils from wealthier families.


Our key objective in using Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress.

Number of pupils and pupil premium grant (PPG) received Financial Year (April – April)		
	2013 - 2014	2014 – 2015
Total number of pupils on role	208	212
Total number of pupils eligible for PPG FSM	76	84
Amount of PPG received per pupil FSM	£900.00	£1,300.00
Total number of pupils eligible for PPG CSF	10	15
Amount of PPG received per pupil CSF	£ 300	£ 300
Total amount of PPG received	FSM : £68,400	FSM : £109,200
	CSF : £3,000	CSF : £4,500
Total	£71,400	£113,700

Total Funding based on Academic Year				
Academic Year 13/14 (September 2013 – August 2014)				
		Total number of Eligible pupils	Amount per pupil	Total amount
FSM Children	September – March (7/12 months)	45	£953	£42,889
	April – August (5/12 months)	35	£1,300	£45,500
Service Children	September – March	6	£300	£1,800
	April – August	6	£300	£1,800
			Total	£91,989

School Profile					
Year Group	FSM	CiC		Service Children	
Year 3	17			2	3.7%
Year 4	24			4	6.9%
Year 5	18	1 child	1.9%	3	5.8%
Year 6	19	1 child	2%	1	2%

Record of PPG spending September 2013 – July 2014				
Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact
Using Pupil progress data to identify gaps and focus support				
Appoint PPG Coordinator/administrator	£254 per day(including oncosts) 1 day per week £9906	<p>Identification of FSM children in all classes</p> <p>Monitor and track attainment of PPG children to identify children in need of interventions programmes</p> <p>Analyse available data to review the progress of children from disadvantaged backgrounds</p> <p>Develop attendance support plans</p> <p>Pupil Voice</p>	<p>Strategic and appropriate deployment of PPG resources.</p> <p>Close the gap for PPG children.</p> <p>Appropriate interventions identified for children working below age related expectations - accelerated progress being made</p>	<p>Robust tracking grids set up and maintained which enable teachers to analyse issues and focus resources onto particular children. Also ensures that funding is being spent on children appropriately.</p> <p>More children have benefited from a greater number of initiatives.</p>

Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact																									
Mentoring Support, 1:1 support small group intervention work for targeted pupils																													
Appoint 0.6 teacher	£20,713.80	Additional teacher in Year 6 to improve ratio of child:teacher.	To ensure that vulnerable pupils are receiving high quality teaching to allow for accelerated progress	<p>Internal tracking suggest rapid progress of all pupils. Appropriate or better attainment in line with starting points. Data from Y6 SATs 2014 for PPG pupils</p> <table border="1"> <thead> <tr> <th>PPG Y6 2014 SATs 21 pupils</th> <th>L6</th> <th>L5</th> <th>L4+</th> <th>L3</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td></td> <td>52%</td> <td>100%</td> <td></td> </tr> <tr> <td>Writ</td> <td></td> <td>19%</td> <td>76%</td> <td>24%</td> </tr> <tr> <td>SPaG</td> <td></td> <td>48%</td> <td>76%</td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>14%</td> <td>24%</td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>Note:24% =5 pupils. PPG Children not achieving L4 include 4xSEN and 1xLAC</p>	PPG Y6 2014 SATs 21 pupils	L6	L5	L4+	L3	Read		52%	100%		Writ		19%	76%	24%	SPaG		48%	76%	24%	Maths	14%	24%	100%	
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Appoint school attendance officer	£16,896 per annum	Attendance officer calls home for explanation of absence Attendance monitored for patterns	Improved attendance. Reduction in persistent absence Reduction in number of lates. Improved attainment and progress for targeted children.	<p>Attendance Sep12-Jul13 = 95.3% Attendance Sep 13-May 14= 96.4% Attendance as at 1 July 2014 =96.5%</p> <p>+1.1 improvement in attendance</p>  <p><i>After talking with the teacher I found out how bad it had been. Year 4 child</i></p>																									

				<p><i>Nagging from Miss V helped to make sure I came in on time every day. Year 4 child</i></p> <p><i>I feel proud of the fact that I have changed and am now here on time every day. Year 5 child</i></p> <p><i>I would suggest you talk to _____ next as he is having trouble getting to school on time.</i></p>
Appoint Play leader (MA)	1 hour daily term time+ oncosts) £1788.00	Organise games for year 3&4 children at lunchtime	<p>Enhance pupil well-being and contribute towards attendance. Reduce the number of lunchtime behaviour incidents</p> <p>Structured play to support children with attachment disorders</p>	<p>During lunch time there is increased pupil to pupil and pupil to staff interaction. pupils' multi skills improve gradually throughout the year, as the children develop their skills in a fun environment. Pupils are more engaged in structured and social play. Behaviour issues have reduced. Number of recorded incidents at lunchtimes have reduced. After lunchtime children are ready to work immediately and concentrate after an enjoyable break.</p> <p><i>Mrs A organises races on the playground which lots of people want to take part in. – Year 3 child</i></p> <p><i>It's great fun especially when we have the wacky races. It makes lunchtime more fun and stops people getting into trouble. – Year 4 child</i></p>

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Tutoring (including Breakfast Club)	Teachers £7,200 TAs £2017 External tutoring £4800 Total £14,017	Addition intervention to support the children's learning. To take place outside the school day Year 6 study SAT's preparation Children arrive in school on time	Overcome some of the gaps in learning the children have, when they are starting to fall behind. To enhance the children's learning Improved attainment and progress for targeted children.	SATs data 2014 PPG Y6 pupils who received tutoring. [Expected progress from Y2 to Y6=12 Average Point Score] Progress in APS from KS1-KS2 <table border="1" data-bbox="1361 507 1951 874"> <thead> <tr> <th>PPG pupil</th> <th>Maths</th> <th>Read</th> <th>Writ</th> </tr> </thead> <tbody> <tr> <td>Child A SEN</td> <td>14</td> <td>20</td> <td>14</td> </tr> <tr> <td>Child B</td> <td>16</td> <td>12</td> <td>14</td> </tr> <tr> <td>Child C</td> <td>18</td> <td>22</td> <td>18</td> </tr> <tr> <td>Child D</td> <td>12</td> <td>16</td> <td>14</td> </tr> <tr> <td>Child E SEN</td> <td>12</td> <td>16</td> <td>10</td> </tr> <tr> <td>Child F</td> <td>12</td> <td>12</td> <td>14</td> </tr> <tr> <td>Child G SEN</td> <td>12</td> <td>8</td> <td>10</td> </tr> </tbody> </table> <p>Children have been able to make accelerated progress and catch up on concepts not fully understood to align them with peers in Maths and English.</p> <p><i>"I'm much better at division now, and I can understand how to do maths with bigger numbers"</i> Year 6 child <i>"I think it has helped me to get better at my maths, and with my SATs"</i> Year 6 child</p> <p>Eg. Pupil A Feb 14 Maths 3a Pupil A May 14 Maths 4b</p>	PPG pupil	Maths	Read	Writ	Child A SEN	14	20	14	Child B	16	12	14	Child C	18	22	18	Child D	12	16	14	Child E SEN	12	16	10	Child F	12	12	14	Child G SEN	12	8	10
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				<p>External tutor states “x is learning fast and doing well...He is improving fast, learning new tasks and new concept very quickly”</p>																																																																																																												
<p>Specific deployment of Support Staff</p>	<p>1 hour per day x 7 TAs (£9.17 per hour) £2503</p>	<p>Weekly interventions with targeted pupils</p>	<p>Overcome some of the gaps in learning the children have. To enhance the children’s learning Improved attainment and progress for targeted children.</p>	<p>Rigorous tracking of all interventions indicates good progress. Example:</p> <table border="1" data-bbox="1355 483 2045 1246"> <thead> <tr> <th>Childs Name</th> <th>intervention</th> <th>initial assessment</th> <th>review date</th> <th>review assessment</th> <th>progress</th> </tr> </thead> <tbody> <tr> <td>Child H</td> <td>Phonographix</td> <td>49.55</td> <td>4.6.14</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RA 4.5 No SS</td> <td></td> <td>RA 6.9 SS 85</td> <td>2yr4m</td> </tr> <tr> <td>Child I</td> <td>Phonographix</td> <td>66.025</td> <td>4.6.14</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RA 4.6 SS 75</td> <td></td> <td>RA 7yr SS 92</td> <td>2yr6m</td> </tr> <tr> <td>Child J</td> <td>Phonographix</td> <td>68.14</td> <td>4.6.14</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RA 5.9 SS 80</td> <td></td> <td>RA 8.1 SS 101</td> <td>2yr4m</td> </tr> <tr> <td>Child K</td> <td>Phonographix</td> <td>64.2</td> <td>4.6.14</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RA 5.4 SS 77</td> <td></td> <td>RA 7.11 SS 92</td> <td>2yr9m</td> </tr> <tr> <td>Child L</td> <td>Phonographix</td> <td>68.14</td> <td>31.3.14</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RA 6.10 SS 75</td> <td></td> <td>RA 9.7 SS 86</td> <td>2yr9m</td> </tr> <tr> <td>Child M</td> <td>Paired Reading</td> <td>RA 5.1 SS 81</td> <td>4.6.14</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Phonographix</td> <td>72.875</td> <td></td> <td>RA 8.5 SS 100</td> <td>3yr4m</td> </tr> <tr> <td>Child N</td> <td>Paired Reading</td> <td>RA 5.1 SS 81</td> <td>6.6.14</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Phonographix</td> <td>73.8</td> <td></td> <td>RA 8.3 SS 100</td> <td>3yr2m</td> </tr> <tr> <td>Child O</td> <td>Paired Reading</td> <td>RA 4.8 SS 75</td> <td>4.6.14</td> <td>RA 7.7 SS 99</td> <td>2yr11m</td> </tr> <tr> <td>Child P</td> <td>Paired Reading</td> <td>RA 4.5 No SS</td> <td>4.6.14</td> <td>RA 7yr SS 88</td> <td>2yr7m</td> </tr> <tr> <td>Child Q</td> <td>Paired Reading</td> <td>RA < 4.5 No SS</td> <td>4.6.14</td> <td>RA 5.1 SS 73</td> <td>8m</td> </tr> </tbody> </table>	Childs Name	intervention	initial assessment	review date	review assessment	progress	Child H	Phonographix	49.55	4.6.14					RA 4.5 No SS		RA 6.9 SS 85	2yr4m	Child I	Phonographix	66.025	4.6.14					RA 4.6 SS 75		RA 7yr SS 92	2yr6m	Child J	Phonographix	68.14	4.6.14					RA 5.9 SS 80		RA 8.1 SS 101	2yr4m	Child K	Phonographix	64.2	4.6.14					RA 5.4 SS 77		RA 7.11 SS 92	2yr9m	Child L	Phonographix	68.14	31.3.14					RA 6.10 SS 75		RA 9.7 SS 86	2yr9m	Child M	Paired Reading	RA 5.1 SS 81	4.6.14				Phonographix	72.875		RA 8.5 SS 100	3yr4m	Child N	Paired Reading	RA 5.1 SS 81	6.6.14				Phonographix	73.8		RA 8.3 SS 100	3yr2m	Child O	Paired Reading	RA 4.8 SS 75	4.6.14	RA 7.7 SS 99	2yr11m	Child P	Paired Reading	RA 4.5 No SS	4.6.14	RA 7yr SS 88	2yr7m	Child Q	Paired Reading	RA < 4.5 No SS	4.6.14	RA 5.1 SS 73	8m
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Pupil engagement and improving the personal resilience of pupils and attitudes to learning				
Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact
Emotional Support (ELSA, counsellor, art therapist, PSA)	Creative therapist £1300 PSA+ Counsellor £5607 ELSA £2503 Total:£9410	Children are given emotional support with emotional barriers to learning	Overcome emotional barriers to learning. Children more emotionally secure Children becoming more independent learners with increase resilience, improved behaviour and more motivation	Children better equipped to deal with barriers to learning. feel very supported by having 'special time' and being listened to develop greater self-awareness learn to talk about difficulties develop coping strategies interact more successfully with others feel better about themselves manage better in school. access to prompt support positive changes in pupils with behavioural, emotional or social difficulties improved learning for target pupils increased confidence in managing 'problems' from within.
Provide Summer School	(3 weeks x 6 people) £2,250	Children from year 3-5 in receipt of PPG invited to attend morning sessions for 3 weeks during the summer holiday Focus on Maths and English	To reduce the amount of regression in learning during the summer holidays	Baseline data taken in October showed less regression for selected children.
Saturday School	£160.00	Searching for excellence opportunities for Gifted & Talented children	Gifted, able and talented children in receipt of PPG funding receive enrichment activities to enhance their learning and	Children took part in enrichment activities which challenged their thinking. <i>Really enjoyed the activities as they were a challenge and made you think. – Year 4 child</i> <i>I liked the creativity and would recommend it to</i>

			ignite their passion for learning.	<p><i>others as you were able to socialise with other children from different schools in Hampshire. – Year 5 child</i></p> <p><i>It was good going with a friend as we got to learn new things and it gave you something to do on a Saturday – Year 4 child</i></p> <p>All children indicated that they would like to do it again</p>
Extending the G&T – excellence for all workshops	Helen Blanchard (Maths) £700 Guga fit (PE) £700 Susan Piper (Art) £700	Opportunities given to the Gifted & Talented PPG children to extend their learning in specific areas of the curriculum	Gifted able and talented children in receipt of PPG funding receive enhanced curriculum to enable deeper thinking and build on existing skills for G&T children	Children were challenged and taken to higher order level of thinking. Pupils are better equipped for problem solving. Pupils enjoyed the activities.
Subsidise education visits/ enrichment activities	£1,428.00	Enhance the learning experiences of less advantaged children Whole day events or funded residential events for targeted pupils	Enable all children experiences to fully access the school curriculum	All children able to access school trips so get a more enriched learning experience . Year 6 residential trip allowed pupils to attend who would otherwise not have gone. Pupils experienced cultural and educational visits such as Hampton Court, Manor Farm, Christmas pantomime etc
Music Tuition	£250 approx	Brass lesson provided by Hampshire music service Instruments provided by school	Enable children the opportunity to learn a musical instrument	Impact will be measured in the academic year 2014-2015 when children are put forward for their grading.
Book fair Guided reading resources	£365.48 £750	Provide children with the opportunity to read a range of books which interest them. Provide teachers with greater	Increase in reading age/ Improved attainment and progress for targeted children.	More pupils have greater access to books. More pupils are reading books at home. Pupil progress data shows that reading level/ages have increased in all year groups .

		resources to teach reading skills in schools.		<p><i>July 14 Y6 SATs</i></p> <table border="1"> <tr> <td><i>Reading</i></td> <td><i>L5</i></td> <td><i>L4</i></td> <td><i>L3</i></td> <td><i>L2</i></td> </tr> <tr> <td><i>No. chn</i></td> <td>30</td> <td>17</td> <td>1</td> <td>1</td> </tr> <tr> <td><i>% attaining</i></td> <td>61%</td> <td>34%</td> <td>2%</td> <td>2%</td> </tr> </table>	<i>Reading</i>	<i>L5</i>	<i>L4</i>	<i>L3</i>	<i>L2</i>	<i>No. chn</i>	30	17	1	1	<i>% attaining</i>	61%	34%	2%	2%
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Resources/equipment iPad (+ apps)	£300	Providing e- resources to boost learning.	Provide Apps which will engage pupils and allow them to practise skills .	<i>I like learning on the ipad – year 6 child</i> Children engaged															

Improving and Developing Teaching Pedagogy and learning practice				
Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact
Staff training to enhance teaching skills	£720.00	Excellence for all	<p>Good or better teaching to bring about improved achievement for pupils</p> <p>Staff to plan lesson which are more open, inclusive and promote deeper thinking</p>	<p>93% of lessons observed were good or better.</p> <p>Many lessons are now characterised through:</p> <ul style="list-style-type: none"> -High expectations of what children could do -Good structure to the lesson, each part flowed to the next, building learning -Engagement of pupils – great resources to stimulate - Independent learning and good progress made by ALL
		Practices for guided reading		
		Training for support staff in new intervention for maths Every child counts	Accelerate the progress of children working at level 3C – 3B	Impact will be seen in the year 2014-2015 as children will not start the intervention until Sept 2014
Total	£83557.28			

Average Points score Attainment of Ever 6 Pupils July 2014			
Year 3	APS Maths	APS Reading	APS Writing
E6	19.2	20.9	18.4
E6 no SEN	20.3	22.3	20.0
Non-E6	19.9	20.7	18.6
Year 4	APS Maths	APS Reading	APS Writing
E6	20.7	21.9	19.5
E6 no SEN	22.7	24.5	21.5
Non-E6	24.1	25.4	22.5
Year 5	APS Maths	APS Reading	APS Writing
E6	24.1	25.5	22.7
E6 no SEN	25.6	27.2	24.4
Non-E6	26.4	26.6	25.4
Year 6	APS Maths	APS Reading	APS Writing
E6	29.1	29.7	27.8
E6 no SEN	30.3	30.8	28.9
Non-E6	29.1	29.5	26.9

Implication for next Academic Year 2014-2015

- Employ 2 x 0.6 teachers to provide extra support for English and Maths
- 1:1 tutoring
- Breakfast club to improve attendance, punctuality and nutrition – Employ staff member 2 x TA's from 8.15am
- Adult to provide homework support at lunch/after school – establish homework club with funding for targeted pupils
- Teacher to target support for PPG children not making adequate progress
- Continuation of Emotional Support – additional counsellor time- increase hours
- LV close the gap for FSM children not SEN
- Work to support and engage parents
- Peer-mentoring
- Time every 6 weeks to monitor book for targeted children identifying progress