

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	2015 - 2016
Total number of pupils on role	208	212	225
Total number of pupils eligible for PPG FSM	76	84	82
Amount of PPG received per pupil FSM	£900	£1,300	£1,320
Total number of pupils eligible for PPG CSF	10	15	14
Amount of PPG received per pupil CSF	£ 300	£ 300	£ 300
Total Number of Pupils eligible for Post Looked after children			3
Amount of PPG received per pupil post LAC			£1,900
Total amount of PPG received	FSM : £68,400	FSM : £109,200	FSM : £108,240
	CSF : £3,000	CSF : £4,500	CSF : £ 4,200
			Post LAC : £ 5,700
Total	£71,400	£113,700	£118,140

Total Funding based on Academic Year				
Academic Year 14/15 (September 2014 – August 2015)				
		Total number of Eligible pupils	Amount per pupil	Total amount
FSM Children	September – March	48	£ 1,300	£ 62,179
	April – August	34	£ 1,320	£ 45,104
Service Children (CSF)	September – March	9	£ 300	£ 2,799
	April – August	6	£ 300	£ 1,749
Post LAC	September – March	2	£ 1,900	£ 3,325
	April – August	1	£ 1,900	£ 2,375
			Total	£ 117,531

School Profile				
Year Group	Number of children in year group	FSM/Ever 6	Ever 5 Service Children	Post LAC
Year 3	61	26 = 42.6%		
Year 4	58	20 = 34.4%	2 = 3.4%	
Year 5	58	23 = 39.6%	7 = 12%	1 = 1.7%
Year 6	48	17 = 35.4%	3 = 6.25%	2 = 4.2%

Record of PPG spending September 2014 – July 2015				
Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact
Pupil Premium Coordinator/ administrator	£27,672 £15,380	Analyse and track attainment of PPG children to identify children in need of interventions programmes Review progress of children from disadvantaged backgrounds Develop attendance support plans	Support staff in closing the gap between disadvantaged children. Appropriate deployment of pupil premium resources Appropriate interventions identified for children working below age related expectations - accelerated progress being made	Ofsted June 2015 identified that 'funds are directed and staff deployed very effectively to sustain equality of opportunity and freedom from discrimination for all pupils' 'Currently, across the school, including year 6, disadvantaged children now demonstrate higher levels of skill for their age than other pupils nationally in all three subjects.'
school attendance officer	£11,247.50	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.	Ofsted June 2015 'Pupils greatly enjoy coming to school. They also respond enthusiastically to the school's Treasure Hunt, and have significantly improved attendance, which is now above average.'
Summer School 6x teachers	£1850	Pupil premium children from year 3-5 invited to attend morning sessions for 2 weeks during the summer holiday	To reduce the amount of regression in learning during the summer holidays	Baseline data from October shows that there was less regression for the selected children.

Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact																																			
0.6 Teacher	£12,052	Additional teacher in year 6 to support ratio of child: teacher Additional adult to support progress of Level 6 children for English and Maths	Allow for accelerated progress and ensure that vulnerable children are receiving high quality teaching. High attaining vulnerable children make accelerated progress	Ofsted June 2015 'The school continued to advance the pupils' reading and mathematics skills this academic year and has strengthened the focus on improving their writing. As a result disadvantaged pupils make excellent progress.' <table border="1"> <thead> <tr> <th></th> <th>L3</th> <th>L4</th> <th>L5</th> <th>L6</th> <th>L4+</th> <th>L5+</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td>45%</td> <td>55%</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>W</td> <td>5%</td> <td>75%</td> <td>20%</td> <td></td> <td>95%</td> <td></td> </tr> <tr> <td>M</td> <td>5%</td> <td>50%</td> <td>40%</td> <td>5%</td> <td>95%</td> <td>45%</td> </tr> <tr> <td>SPAG</td> <td>15%</td> <td>20%</td> <td>60%</td> <td>5%</td> <td>85%</td> <td>65%</td> </tr> </tbody> </table>		L3	L4	L5	L6	L4+	L5+	R		45%	55%		100%		W	5%	75%	20%		95%		M	5%	50%	40%	5%	95%	45%	SPAG	15%	20%	60%	5%	85%	65%
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Tutoring including Breakfast Club	Teachers £9588 TA's: £2432 Total: 12,020 Breakfast club - £2700 Total £12,290	Addition intervention to support the children's learning. To take place outside the school day Additional preparation for Year 6 SAT's Children arrive in school on time	Overcome some of the gaps in learning the children have. To enhance the children learning Improved attainment and progress for targeted children.	Ofsted June 2015 'disadvantaged pupils in receipt of pupil premium funding receive extra adult assistance and are fully included in school activities, such as breakfast club and sports clubs' Ofsted June 2015 stated that 'disadvantaged children in Year 6 matched the performance of their peers in the school in reading and writing. They were about half a term's progress ahead in mathematics.' <table border="1"> <thead> <tr> <th></th> <th>L3</th> <th>L4</th> <th>L5</th> <th>L6</th> <th>L4+</th> <th>L5+</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td>45%</td> <td>55%</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>W</td> <td>5%</td> <td>75%</td> <td>20%</td> <td></td> <td>95%</td> <td></td> </tr> <tr> <td>M</td> <td>5%</td> <td>50%</td> <td>40%</td> <td>5%</td> <td>95%</td> <td>45%</td> </tr> <tr> <td>SPAG</td> <td>15%</td> <td>20%</td> <td>60%</td> <td>5%</td> <td>85%</td> <td>65%</td> </tr> </tbody> </table>		L3	L4	L5	L6	L4+	L5+	R		45%	55%		100%		W	5%	75%	20%		95%		M	5%	50%	40%	5%	95%	45%	SPAG	15%	20%	60%	5%	85%	65%
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Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact
Play leader	1 hour per day term time only £2,200	Organise games for year 3&4 children at lunchtime	Reduce the number of lunchtime behaviour incidents Structured play to support children with attachment disorders	Increased interaction between pupil: pupil and pupil: adult. Pupils more engaged in structured and social play.
Emotional Support (ELSA, counsellor, art therapist, PSA)	£15,808	Children are given emotional support with emotional barriers to learning	Children more emotionally secure Children becoming more independent learners with increase resilience, improved behaviour and more motivation	By providing the children with emotional support they are better equipped to deal with the barriers affecting their learning. The children are able to talk about their problems and are able to develop coping strategies whilst helping them to interact more successfully with both their peers and adults. The support helps the children to understand their emotional needs and has been shown to have a positive effect on reducing behavioural issues.
Saturday School	£220.00	Searching for excellence opportunities for G&T children	Children receive enrichment activities' to enhance their learning and ignite their passion for learning.	Children are able to develop their knowledge and learn new subjects such as Philosophy which enhances their learning opportunities. They are then able to filter these into their everyday school life. Children indicated that they would like to repeat the experience.
Extending the G&T – excellence for all workshops	Maths and P4C £850	Opportunities given to the G&T PPG children to extend their learning in specific areas of the curriculum	Enhanced curriculum for G&T children to enable them to think deeper and build on existing skills.	Children were challenged and fully engaged which enabled them to develop their higher order thinking skills. Pupils enjoyed the activity.

Use of funding	Cost/Allocation	Brief Summary of the intervention	Specific intended outcome	Impact
Book fair	£436.42	Children given to opportunity to read a range of books which interest them.	Increase in reading age/ Improved attainment and progress for targeted children.	Greater access to reading materials at home. Analysis of reading indicates that reading abilities in all year groups have increased.
Subsidise education visits/ enrichment activities/Clubs	£1367.50	Enhance the learning experiences of disadvantaged children Whole day events of funded residential events for targeted pupils.	Enable all children 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 and give them valuable life experiences. BY providing the experience of extra-curricular activities the children gain valuable life lessons and are fully integrated in the everyday life of the school.
Resources/equipment	£10,000	Providing resources to boost learning. Providing equipment to enable full participation in the school curriculum	Children properly equipped to come to school All children able to take part in all lessons	Children feel a pride in their presentation as they have uniform which fits them Children are fully participating in the whole of the curriculum.
Music Tuition Brass Lessons Guitar Lessons Choir Club	£3216.01	Brass lesson and choir provided by Hampshire music service Guitar lessons provided by external sources. Instruments provided by school	Children will learn a music instrument	Impact will be measured in the academic year 2015-2016 when children are put forward for their grading.

Total Spent £117,031.43

Maths

Performance of pupils eligible for Pupil Premium Grant (PPG)				
Year 3		% below expected	% making expected	% above expected
	PPG	27.8%	11.4%	3.2%
	Non-PPG	32.7%	19.6%	4.9%
Year 4		% below expected	% making expected	% above expected
	PPG	18.9%	15.5%	5%
	Non-PPG	24.1%	22.4%	20.6%
Year 5		% below expected	% making expected	% above expected
	PPG	17%	25.8%	6.9%
	Non-PPG	1.7%	27.5%	20.6%
Year 6		% below expected	% making expected	% above expected
	PPG		12.5%	25%
	Non-PPG		4.1%	58%

Reading

Performance of pupils eligible for Pupil Premium Grant (PPG)				
Year 3		% below expected	% making expected	% above expected
	PPG	24.5%	9.8%	8.1%
	Non-PPG	16.4%	21.3%	21.3%
Year 4		% below expected	% making expected	% above expected
	PPG	6.8%	13.7%	10.3%
	Non-PPG	24.1%	18.9%	18.9%
Year 5		% below expected	% making expected	% above expected
	PPG	14%	29.8%	7%
	Non-PPG	1.7%	35.1%	12.2%
Year 6		% below expected	% making expected	% above expected
	PPG		6.2%	33%
	Non-PPG	6.2%	10.4%	43.7%

Writing

Performance of pupils eligible for Pupil Premium Grant (PPG)			
Year 3	% below expected	% making expected	% above expected
PPG	29.5%	0.3%	
Non-PPG	34.4%	18%	9.8%
Year 4	% below expected	% making expected	% above expected
PPG	18.9%	18.9%	3.4%
Non-PPG	27.5%	34.4%	8.6%
Year 5	% below expected	% making expected	% above expected
PPG	17.5%	26.3%	5.2%
Non-PPG	5.2%	38.5%	7%
Year 6	% below expected	% making expected	% above expected
PPG	2%	14.5%	22.9%
Non-PPG		20.8%	39.5%