

Disadvantaged Children Planning and Evaluation: 2015/16 – Impact measured at April 2016

Pupil Premium Funding is allocated to school for children who fall into three categories:

- Children who have been eligible for free school meals at any point in the last six years
- 'Looked after Children' who have been adopted from local authority care
- Services children

In the academic year 2015-16, 32 children (11% of the school) are eligible for Pupil Premium Funding and therefore classified as disadvantaged children. The school was allocated £1320 for each child, (£1900 for ex-looked after children). The table below outlines how the £43,400 allocated to the school this financial year is being spent to raise the attainment of disadvantaged children, and the impact that the actions and interventions are having. Decisions surrounding its allocation were made with reference to the cost benefit analysis offered by the Sutton Trust Toolkit.

Objectives in spending PPG:

- To identify any barriers to learning that are specific to an individual child and / or family and to look for opportunities to destroy those barriers.
- Ensure pupils eligible for free school meals perform at least in line with their non-FSM peers in reading, writing and maths.
- Improve attendance and punctuality to ensure all PPG children access all learning opportunities without gaps.
- Ensure no child is excluded from participating in off-site learning opportunities, clubs and trips.

Pupil premium used for	Amount allocated	Summary of the intervention or action	Intended outcomes	Impact measured at April 2016
1:1 or small group intervention from teacher KS1 Abinger	Teacher A: £13,200	A part-time teacher on each site focuses on disadvantaged children and offers 1:1 or small group tuition in reading and writing.	To support accelerated progress and close the gap in writing. To make accelerated progress against the cohort.	7 pupils with an average progress in writing of 2.3 steps (expected progress at this stage is 2 steps)

1:1 or small group intervention from teacher KS2 Westcott	Teacher B: £11,000	A part-time teacher on each site focuses on disadvantaged children and offers 1:1 or small group tuition in reading, writing and maths.	To support accelerated progress and close the gap in writing, reading and maths. To make accelerated progress against the cohort.	9 pupils with an average progress in writing of 2.3 steps 6 pupils with an average progress in maths of 2.5 steps (expected progress at this stage is 2 steps)
1:1 or small group intervention from teacher Westcott	Teacher A: £3250	A part-time teacher on each site focuses on disadvantaged children and offers 1:1 or small group tuition in reading, writing and maths.	To support accelerated progress and close the gap in reading (particularly phonics) and maths. To make accelerated progress against the cohort.	Impact due to be reported in June.
Home School Link Worker	£2000	Support for parents where children are vulnerable due to home-life difficulties	Pupils will be better supported at home. Improved attendance and behaviour	The current attendance of PP is sitting just slightly below the target of 96.5%, at 95.3%.
Support for school visits including residential trips & access to before and after school clubs	£2000	Access to a range of school visits for all pupils – day and residential. Free access to clubs, including breakfast club.	Enhance learning opportunities Build self-esteem and social skills. Access to a broad curriculum and raised self- esteem. Calm and nutritious start to the day leading to higher self-esteem and improved access to learning	All PP children are able to access all school trips including residential visits. All PP children are able to access clubs.
TA Intervention Training	£1000	Training in 1 st class @ number training	TAs can deliver a more specific and structured writing intervention to ensure expected or accelerated progress.	4 pupils have made 2 steps progress in writing. (expected progress at this stage is 2 steps)
Achievement for all Programme	£3075	To identify any barriers to learning for specific focus children and	To support accelerated progress and close the gap in writing,	Reading: 86% made expected or more than

	(£7150 over two years)	agree actions to reduce or eliminate these barriers.	reading and maths. To make accelerated progress against the cohort.	<p>expected progress in reading.</p> <p>Writing: 86% made expected or more than expected progress in writing.</p> <p>Maths: 64% made expected or more than expected progress in maths.</p>
Strategic planning and monitoring of disadvantaged children	£10,000	Inclusion Manager - half a day a week across the year.	<ul style="list-style-type: none"> • Strategic planning • Liason with parents • Provision of emotional support for individual pupils • Pupil progress meetings 	<p>Reading:</p> <p>DP with no SEND – all years groups have made at least expected progress.</p> <p>DP with no SEND – all year groups, except Y4 & Y5, have made more progress than cohort therefore closing the gap.</p> <p>Writing:</p> <p>DP with no SEND – all years groups except Y5 have made at least expected progress.</p> <p>DP with no SEND – all year groups, except Y5, have made more progress than cohort therefore closing the gap.</p> <p>Maths:</p> <p>DP with no SEND – all years groups except Y3, 4 & 5 have</p>

				made at least expected progress. DP with no SEND – Y2 &Y6 have made more progress than cohort therefore closing the gap.
	Current Total: £45,525			