

Item/Project	Objective	Cost	Outcome																																												
Early intervention class	Targeted teaching to achieve best outcomes for pupils and support accelerated progress from baseline data.	£45 850	PP children in Reception have made excellent progress; in some cases exceeding non PP children. 100% of PP children made 6 steps progress in 5 out of 7 areas of learning. In Literacy and mathematics 1 child made 5 steps.																																												
Early support	Provide higher staff ratios in foundation stage and KS1 to support accelerated progress.	£30 100	Reading PP= 9.0 / NPP = 9.0 Writing PP= 6.4 / NPP = 6.6 Numbers PP= 9.5 / NPP = 8.9 PP GLD attainment is lower than non PP. 59% PP v 67% NPP																																												
Smaller classes	Targeted teaching to achieve best outcomes for pupils.	£46 100 £27 500	<p>Leaders evaluate that this expenditure has been successful. End of key stage data has been used to support this evaluation.</p> <p>Additional Y6 class – 15 children and 1 TA. 21/30 pupils are PP Outcomes: PP children have achieved better than national averages for all children except in writing; no national Non PP data yet available. Within school there is a significant gap in writing between PP and Non PP pupils.</p> <table><tr><th></th><th>PP</th><th>NPP</th><th>Nat'l all</th></tr><tr><td>R</td><td>81%</td><td>89%</td><td>66%</td></tr><tr><td>W</td><td>52%</td><td>78%</td><td>74%</td></tr><tr><td>M</td><td>76%</td><td>78%</td><td>70%</td></tr><tr><td>CRWM</td><td>62%</td><td>33%</td><td>53%</td></tr></table> <p>Additional Y1 class – 1 teacher and 1 TA. 17/38 pupils are PP Outcomes: PP children have made broadly equal progress to Non PP children; there is a gap in progress and attainment in maths. ARE is 41 points; cohort average is below this for all pupils but within reach as new expectations become further embedded.</p> <table><tr><th>Progress</th><th>PP</th><th>NPP</th></tr><tr><td>R</td><td>4.2</td><td>4.1</td></tr><tr><td>W</td><td>4.2</td><td>4.1</td></tr><tr><td>M</td><td>3.6</td><td>4.1</td></tr><tr><th>Att'mt</th><th>PP</th><th>NPP</th></tr><tr><td>R</td><td>40.6</td><td>40.7</td></tr><tr><td>W</td><td>40.4</td><td>40.7</td></tr><tr><td>M</td><td>40.1</td><td>40.9</td></tr></table> <p>88% of PP children achieved the phonics screening check compared with 76% of Non PP children.</p>		PP	NPP	Nat'l all	R	81%	89%	66%	W	52%	78%	74%	M	76%	78%	70%	CRWM	62%	33%	53%	Progress	PP	NPP	R	4.2	4.1	W	4.2	4.1	M	3.6	4.1	Att'mt	PP	NPP	R	40.6	40.7	W	40.4	40.7	M	40.1	40.9
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Early Writing	To improve auditory and physical skills in order to impact on early learning, in particular, writing	£2000	'Yoga Bugs' Impact and Change Project Weekly Literacy, PSED & Physical learning programme for Reception children has had positive impact on listening and physical skills (see full I&E report).																																												

			Writing outcomes are sustained from last year (62%). Moving and Handling outcomes have improved from 73% ELG to 90% ELG this year.																														
Attendance Support & Rewards	To increase school attendance to national (+) averages and ensure that children are accessing learning regularly.	£3000 Attendance Officer £1000 pupil rewards	Pupil Premium attendance 2015/16 = 96.1% (above national average 14/15 for all pupils). There is a gap between PP and Non PP attendance within school; Non PP attendance = 97.3%. PP attendance levels are affected by majority of pupils with PA (attendance below 90%) being PP pupils (5/6 pupils). 3 families are currently working with AO and have made significant improvements. Remaining 2 have unsatisfactory attendance (89% and 84%) as a result of unauthorised holiday.																														
Breakfast Club	To increase school attendance to National (+) averages and ensure that children are accessing learning regularly and on time.	£2000	42 PP children out of a total of 60 attend breakfast club (70%). Targeted intervention with vulnerable pupils has improved punctuality and attendance. For example: <table><tr><td>Child</td><td>Attendance 2014 - 15</td><td>Lates 14-15</td><td>Attendance 2015 -16</td><td>Lates 15-16</td></tr><tr><td>A</td><td>93%</td><td>8</td><td>97%</td><td>1</td></tr><tr><td>B</td><td>96%</td><td>17</td><td>99%</td><td>0</td></tr><tr><td>C</td><td>91%</td><td>15</td><td>95%</td><td>7</td></tr><tr><td>D</td><td>94%</td><td>6</td><td>98%</td><td>1</td></tr><tr><td>E</td><td>100%</td><td>11</td><td>100%</td><td>0</td></tr></table>	Child	Attendance 2014 - 15	Lates 14-15	Attendance 2015 -16	Lates 15-16	A	93%	8	97%	1	B	96%	17	99%	0	C	91%	15	95%	7	D	94%	6	98%	1	E	100%	11	100%	0
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Behaviour Support	To support children at risk of exclusion or disaffection; to support children with social, emotional and behavioural needs	£3000	5/6 children supported via The Bungalow Project this year are PP children. No exclusions; first time since 2011-12. Work has included successful extended transition project for pupils moving onto secondary provision.																														
Music Specialists	To develop confidence in performance and collaboration; develop excellence in creative work.	£4800	In all children: Increased confidence and high enjoyment; children eager to perform and enjoy opportunity to succeed in non-academic measure, including choir performances outside of school. This has had a positive impact on self-image and confidence in the classroom. In the school choir: Out of 47 children in the school choir, 68% are Pupil Premium children.																														
Educational Visits and Opportunities	To enable all children to access high quality learning opportunities beyond the school; develop cultural awareness and widen experiences.	£6000	Funding subsidised school residential for Year 6 pupils keeping costs affordable. Funding has also been used for live theatre productions and to significantly subsidise school visits as part of the Engage aspect of our curriculum. These experiences have a significant impact on the social skills, self-esteem and confidence of our children and ensure that classroom learning is extended and supported. Book scrutinies evidence children’s enjoyment of their learning and pupil response to enrichment opportunities is extremely positive.																														
Additional Resources	Leadership of PP attainment and progress.	£3500	DHT tracks PP data ensuring regular progress conversations are held leading to rapid intervention. (0.1 weekly)																														
Total		£174 850																															