

## Pupil Premium Grant 2015 - 2016

PPG Spending by Key Strategies				
Main Barriers	Brief Summary of the Intervention or Action	Cost	Is this a new or continued activity?	Sutton Trust Impact of Approach on Progress
<b>Inclusion</b>	To rigorously track, monitor and evaluate progress and attainment of targeted PP pupils	£20,000	Continued	<b>+ 3 months</b>
<b>Small Group Support</b>	Targeted phonic Interventions are delivered across the school.	£1,050	Continued	<b>+ 4 months</b>
<b>1:1 Intensive Support</b>	1:1 reading, maths, writing, speech and language, phonics interventions delivered across the school by trained staff	£17,200	Continued	<b>+ 5 months</b>
<b>Early Bird Boosters</b>	To work on specific areas of English and Maths reinforcing work that has been covered in class to improve attainment at the end of KS1 and KS2	£7,700	Continued	<b>+ 2 months</b>
<b>Smaller Classes in Y2/Y6</b>	To increase the teacher to pupil ratio in order to increase the impact of "Quality First Teaching"	£24,300	New	<b>+ 3 months</b>
<b>Curriculum Enrichment/ Enhancement Activities</b>	Funding allocated towards a wide range of targeted educational enrichment visits and activities: <ul style="list-style-type: none"> <li>• Music workshop</li> <li>• Residentials</li> <li>• Day visits</li> </ul>	£13,425	Continued	
<b>Parental Involvement</b>	Develop the use of the Learning Hub to increase social access for parents to effectively support pupils	£10,000	New	<b>+3 months</b>
<b>Improve Attendance</b>	Pupil and family support for targeted at risk families to improve attendance and punctuality.	£16,000	Continued	<b>+ 4 months</b>
<b>Social and Emotional Support</b>	To provide individual intensive support and counselling for short, regular sessions over a period of time for identified vulnerable pupils.	£16,000	Continued	<b>+ 4 months</b>
<b>Teaching and Learning</b>	Staff professional development on Reading, Talk for Writing and Maths	£3,900	New	
<b>Raising Attainment &amp; Progress</b>	Key Leaders to raise the quality of teaching and there are significant improvements in attainment and progress	£24,300	New	<b>+ 8 months</b>
<b>Raising Attainment &amp; Progress</b>	TA's to be well deployed, trained and supported in order to add value to what teachers do through QFT.	£10,000	New	
<b>Enriching Reading</b>	To introduce "Bug Club" as the school guided reading scheme	£11,000	New	<b>+ 5 months</b>
<b>Learning Environment</b>	Improvements in the EYFS outdoor area to enhance opportunities for language development and physical development	£20,000	New	<b>+ 4 months</b>

<b>Fostering Learning</b>	To use technology to improve independent access for pupils to deepen their skills, knowledge and understanding	£8,215	New	+ 4months
<b>Total Spend</b>		<b>£203,090</b>		

*Sutton Trust Teaching and Learning Toolkit is a summary of educational research which provides guidance for schools on how to use their resources to improve the attainment of disadvantaged pupils. We have used the analysis to support our selection of key strategies that would best support disadvantaged pupils at Bantock Primary School.*

## Outcomes

### Impact and Outcomes for 2016

**National attainment trend** – As a result of “Quality First Teaching”, ongoing professional development and targeted interventions the gap between PP pupils attaining has been narrowed in comparison to percentages of pupils achieving at the expected standard nationally in writing and maths. The proportion of pupils passing the phonics check is showing an increased trend in Year 1 and Year 2.

**Progress trend** – As a result of rigorous tracking and monitoring the majority of PP pupils have made expected or better than expected progress in Reading and Maths. A large proportion of PP pupils have made expected or better than expected progress in Writing.

**Access** – PP pupils have accessed a wide range of educational enrichment visits, technology and resources due to allocated funds and targeted opportunities. This has enhanced their self-esteem and given them wider experiences and opportunities to contribute to their learning and life skills.

**Attitudes** – A wide range of strategies designed to meet individual family needs has resulted in an increase in parental involvement in supporting their child’s learning as evident in parent’s attending parent’s evenings and face to face engagement.

**Aspirations** – Challenging cultural aspirations and a rigorous review of attendance, regarding influencing and challenging factors which impact attendance rates, has resulted in sustained attendance for disadvantaged pupils.

**Attributes** – Strategies involving respect and tolerance, mentoring and counselling for intensive social emotional support for vulnerable disadvantaged pupils has resulted in a reduced number of behaviour incidents and improved engagement in learning.

### Validated Pupil Premium Attainment for the end of Key Stage 2: School (National ) at the Expected Standard

	Combined (Reading, Writing & Maths)	Reading	Writing	Maths
<b>2012/13</b>	69% (75%)	71% (86%)	79% (83%)	79% (85%)
<b>2013/14</b>	56% (79%)	76% (89%)	64% (85%)	60% (86%)
<b>2014/15</b>	69% (80%)	78% (89%)	61% (87%)	61% (87%)
<b>2015/16</b>	48% (53%)	43% (66%)	65% (74%)	65% (70%)

### Pupil Premium Progress for the end of Key Stage 2: School (National)

	Reading		Writing		Maths	
	Expected	Better than Expected	Expected	Better than Expected	Expected	Better than Expected
<b>2012/13</b>	83% (88%)	42% (30%)	92% (91%)	33% (30%)	91% (88%)	9% (31%)
<b>2013/14</b>	90% (94%)	48% (35%)	90% (96%)	50% (33%)	90% (93%)	20% (35%)
<b>2014/15</b>	100% (94%)	29% (33%)	100% (97%)	71% (36%)	86% (93%)	0% (37%)
<b>2015/16 Average Scaled Score</b>	-0.5		3.1		1.6	

