



Pupil Premium

2015 -2016

Pupil Premium is a separate government funding stream, delegated to schools. This funding is allocated based on the numbers of children attending the school who are eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months; under the guidance of social care.

Schools have the freedom to use the Pupil Premium funding in innovative ways, but it is vital they use it to boost results for the most disadvantaged pupils. They will be held to account by Ofsted through its inspections, which include a closer focus on premium use and the performance of pupils who attract it, as well as a focus on the achievement of disadvantaged pupils in the school performance tables. Schools are also required to publish online details of their premium spend for parents.

The report and monitoring of high needs funding will help to improve transparency, quality and choice for young people and their families. These new arrangements will help to secure greater consistency and equivalence in how funding is distributed to schools and will move us towards a pupil-driven funding system which promotes choice and raises quality.

In 2011/12 the school received £6344 in pupil premium funding. In 2011/12 the level of the premium was £488 per pupil eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months. It increased to £600 per pupil in 2012-13 and was extended to include all pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. In 2013-14 the level of premium was increased to £900 per eligible pupil; and further increased in 2014 -15 to £1300 per eligible pupil.

In 2012/13 the school received £17,400 in pupil premium funding, with an average of 29 pupils eligible for pupil premium funding.

In 2013/14 the school received £23,400 in pupil premium funding, with an average of 26 pupils eligible for pupil premium funding.

In 2014/15 the school received £48,100 in pupil premium funding, with an average of 37 pupils eligible for pupil premium funding.

In 2015 /16 the school will receive £46,200 in pupil premium funding, with an average of 35 pupils eligible for premium funding.

Support and Intervention for 2015 - 2016

Nature of Support 2015/16

- Additional Teacher in EYFS to extend teaching and learning opportunities in outside learning. To further develop Forest school to improve oracy, independence and resilience
- Additional Teacher in Year 5 and 6 for English and Mathematics for smaller targeted support lessons to improve outcomes in the new National curriculum content and tests in 2016
- Additional teacher to support phonics development and intervention programmes in Year 1 and 2
- Deployment of support staff to provide rapid intervention to meet the new expected standard in Year. Additional support from Gap placement students throughout the school, to provide role model for wider opportunities and increase capacity to provide individualised support programmes
- Small Group/individual target intervention – Elite, early literacy skills and phonics
- Additional Mathematics support in Years 5 and 6 to improve outcomes for pupils identified through progress reviews by Specialist teacher for Specific Learning needs - Assessment and teaching
- 1:1 reading support, to promote interest and enjoy and improved standards
- Music opportunities in Year 3 and Year 4 – Recorders and Djembe drums
- Wider opportunities to perform.
- Small group music lessons to develop wider interest and skills
- Consultancy / training in early reading support, phonics and spelling to improve outcomes for pupils
- Extension and boost lesson after school in Literacy and Mathematics

Curriculum Focus for PPG Spending 2015/16

- To provide additional support and intervention to insure rapid acceleration in closing the gap between attainment between the old and new curriculum in relation to the expectations of the tests in 2016
- To attain above National outcomes at the end of the KS1 and KS2 Tests in 2016
- To provide support for pupils with below age related expectations to enable them to reach expected age related attainment at the end of the next assessment phase
- All pupils' support programmes are in place to increase the percentage of pupils attaining more than expected levels of progress over time.
- Increasing wider opportunities for pupils to develop interest, breadth and experience within the extended opportunities programme
- To provide strong role models and experience opportunities, to enable pupils to aspire to better life opportunities. To build resilience and perseverance to enable all to be adaptive.

				<p>above 0.</p> <p>Writing EXP Sch 90% Nat 74% GD Sch 31% Nat 15% Writing Prog: 3.68 DA Prog: 2.14 All significant groups progress indicators above 0 Strong progress for SEN support</p> <p>Maths EXP Sch 52% Nat 70% HS Sch 10% Nat 17% Scaled Sch:100.3 Nat: 103 Maths Prog: -2.57 DA Prog: -3.04 DA: School 100% National: 70% EAL: School 100% National: 80%</p>
Additional teacher to support phonics development and intervention programmes in Years 1 and 2	£7,000	13%	To provide support for pupils with below age related expectations to enable them to reach expected age related attainment	All DA children in Year 1 achieved the expected outcome for phonics
Deployment of support staff and additional support from Gap place students to provide interventions to meet the new expected standards in all year groups	£20,000	100%	To provide additional support and intervention to close the gaps in attainment between the old and new national curriculum	<p>-Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading.</p> <p>-For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS developmental groups was above national figures for other pupils.</p>
1:1 reading support	£1,900	100%	To promote interest and enjoyment of reading and to	-Reading attainment is well above national at the end of KS2 and broadly in line with national at the end of KS1

Profile of PP children at Farnborough 2015/16 – 27 children

Year Group	Number of children in total	% of PP in each year group
Reception	60	2%
1	31	13%
2	30	0%
3	33	18%
4	33	21%
5	30	21%
6	29	14%

Impact of Intervention

Curriculum	
Enrichment	
Behaviour and Wellbeing	
Families and Communities	

Initiative	Cost	% of PP children benefitting	Objective	Impact
Additional teacher in Years 5 and 6 for smaller targeted support lessons for English and Maths	£7,000	35%	To improve outcomes when working within the new national curriculum	<p>Reading EXP Sch 83% Nat 66% Scaled Sch: 105.2 Nat: 102.6 Reading Prog: 2.40 DA Prog: 3.20 All significant groups' progress indicators are</p>

			improve standards	-Children demonstrate a positive attitude towards reading and are keen to further develop their skills.
-Additional mathematics support for Specific learning needs -Extension and booster lessons after school in English and Maths	£2,500	35%	To provide additional support and intervention to close the gaps in attainment between the old and new national curriculum	-Attainment for reading and writing was above national -Whilst the mathematics test results were below national, the daily attainment within the classroom for the children meant they had made good progress. -Children's confidence in both subject areas increased
Small group and individual target intervention	£1,500	50%	To provide support for pupils with below age related expectations to enable them to reach expected age related attainment	Programmes such as Elite, Toe by Toe and Trugs games have helped to close any gaps and increase confidence within phonics knowledge to aid reading and spelling.
Parental workshops	£100	100%	To increase parental knowledge of the new curriculum and how parents can support their child/ren at home.	-Parental workshops on phonics, homework and the new curriculum were well attended. -Parents have greater knowledge of the new framework, what the new expectations look like in the revised framework, how important basic skills are and their application and how they can best support their child/ren. -Parental workshops for EYFS demonstrate how phonics is taught within schools and how they can support reading at home. -Feedback from all workshops was very positive. Teachers happy to speak to parents who couldn't make the workshops and presentations are