

Pupil premium grant expenditure:
Evaluation report to parents: Academic year 2015/2016

This report uses the academic year from September 2015 to July 2016. However PPG funding is based on a budget year from April to March.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	203 (October 2015)
Total number of pupils eligible for PPG	10 children funded at £1,300 per child. 5 children are FSM. 5 are Ever 6. 2 children left in February 2016 reducing us down to 8 children.
Total number of children eligible for PPG+	0
Total number of children eligible for Ever 6	Unknown
Total amount of PPG received	£12,010.66

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
	2015	2016
Good Level of Development (GLOD) at the end of EYFS	3 children in total - none scored a GLOD	1 child only - did not score a GLOD
% of pupils making expected progress in English	93% scored an expected level	4 children 75% scored an expected level
% of pupils making expected progress in maths	89% scored an expected level	4 children 30% scored an expected level
<i>Include additional performance measures relevant to your school phase</i>	Phonics test Y1 – 2 passed, 4 failed. Phonics retest in Y2 – 2 passed, 2 failed.	Phonics Y1 – 1 child passed out of 3 (33%) Y2 – all 4 children passed (100%)

Summary of PPG spending 2015/16

Objectives in spending PPG:

- To ensure that our PPG pupils achieve their full potential, especially in literacy and maths.
- To ensure our PPG children have access to extra curricular learning activities and resources.
- To ensure PPG children have access to services needed to support their emotional needs both at school and at home.

Summary of spending and actions taken:

Part time TA 1 - Supporting 1:1 and small group work – phonics, read write inc, first class at numbers. £3168

Part time TA 2 - worked 1-1 with a PPG child from 12.00 to 3.00 for almost 3 terms. £9886.00

Part time TA 3 -1:1 support with 1 PPG child with specific needs from 8.30 to 12.00 for 3 terms - £8400.

Part time TA 4 – worked with a specific child 1-1 from 8.20 to 12.00 daily – £8400

Part time TA 5 – worked with specific child 1-1 from 12.00 to 3.00 daily – £2188

Targeted phonics support daily with TA – Y1 and Y2 PPG children – small group x 20 mins daily 4 days a week for 2 terms

TA 6 - One to one time for all PPG children – 3 hours a week - £1055.64

Headteacher– small group writing work 1 x week for one hour for one term (Initially 4 PPG children then 3) - £631.12

Governor – small group working on handwriting, maths, writing all year – supported all Y2 PPG children throughout the year - free

Senco - timetabling PPG provision, meeting with parents, attending training, direct support and training for specific children with 1-1 needs - £2665

School counsellor worked directly with 2 of our PPG children all year - £2274

Family Liaison Assistant supported 3 PPG children and families since January 2016 - paid for from Locality funding and some school funding – £560

PPG teacher –use of leadership time to lead PPG - £440

Yoga classes weekly in school time – all Y1 & Y2 children invited to attend this weekly over the year – cost came from PE money - £1890

PPG club – April to now – 4 PPG children have regularly attended and all invited to attend but didn't want to – every Monday and run by 2 x HLTA's – cost of adults running and resources - £540

We have used some PPG money to fund a speech and language programme called Infant Language. This has then been administered by class TA's on some of our PPG children to identify language needs. £150

We also fund all PPG children's school trips and we have paid for those PPG children who have wanted to, to attend all our holiday clubs – football club all year for 1 x Y2 child – cost - £60, school trips - £66 on school trips, after school yoga – 2 children - £290, swimming in school lessons – 2 children - £66, holiday clubs – 1 child - £10. These were clubs that promoted physical strength, self-esteem and confidence.

Total - £42,739.76

The costing listed here are just the basics as we provide other areas through our day to day teaching. School does fund a lot of our PPG work.

Outcomes to date:

This year has seen a lot of our spending on supporting 1-1 children with additional needs.

Our children have all made improvements, many in areas that enable them to gain confidence and see themselves as learners. This confidence has seen them begin to progress more academically.

The change in the new curriculum especially in Y2 has meant that where children would have been on track to meet the end of

year expectations, they missed this by only one area – spelling in writing and mental strategies in maths.

Record of PPG spending by item/project 2015/2016

Item/project	Cost	Objective	Outcome
Yoga – a weekly class for an hour during the school day		To enable the children to develop self confidence, learn strategies for being calm, to follow instructions and to raise self esteem. We also felt it would provide life long skills.	3 children attended who all developed increased confidence, the ability to follow instructions and helped them settle and develop calming strategies.
Phonics support		To be able to use their phonics skills in reading and writing.	Small group 1 – 2 x Y1 children. Both improved in their phonics knowledge and 1 achieved an expected level in reading at the end of Year 1. Small group 2 – 1 x Y1 child attended and passed the phonics test at the end of Y1. Small group 3 - 2 xY2 – all PPG children passed the phonics test from regular targeted support.
School counsellor		To develop strategies for dealing with emotions. To enable both children to talk about their experiences. To keep both children in school and limit exclusions.	Supported 2 children helping to develop calming strategies & enable them to stay in school.
Part time TA 1		To support reading, writing and maths.	2 x Y2 completed Language Link 3 times a week. 1 child met expected in reading & writing as a result and 1 child expected in reading. TA1 also completed Sandwells on each PPG child and re-did these at the end of the year.
Individual support: -TA 6 – 30 mins per week per child		To help each child achieve their potential through targeted support directly at their needs.	Child 1 - focussed on reading & writing. Using the PBM benchmarking for reading, he went from a reading age of 7.00 to 8.5 –18 months increase. Met end of KS1 in reading & only just missed in writing (spelling patterns). He is now independently writing within class which he withdrew from at the beginning of the year. His writing is now clear, legible and punctuated accurately and he writes with a purpose. Maths Sandwell scores – improved by 8 months. Child 2 – focussed on fine motor skills, reading, writing & maths. She is now more confident in her ability and tried hard in all areas of learning. Achieved end of year expectation in reading. Using the PBM benchmarking for reading, she went from a reading age of 5.5 to 6.5 – a whole year's increase in under 6 months. Still needs to develop consistent punctuation in writing. In maths she has a better understanding of place value and addition and subtraction but not yet developed this to 100. Child 3 – focussed on writing and maths. Met expected in reading and writing and only just missed expected in maths. In maths more confident working with numbers to 100 but still lacks confidence. Using the PBM benchmarking for reading, she went from a reading age of 6.5 to 8.0 – 18 months increase. Child 5 – didn't achieve a GLOD. He achieved expected at the end of Y1 in reading but not writing or maths. Some

			<p>pre-teaching of concepts before main class teaching led to improved confidence and talking in front of whole class.</p> <p>Child 6 – didn't achieve a GLOD. Main focus has been on maths and she is now confident with numbers to 20 and excited about her learning in maths. Also had RWI support which has helped her reading and writing develop. Pre teaching above has improved confidence in her own abilities.</p> <p>Child 8 – His support was used differently to have one to one reading with a TA to settle him in each day, small group phonics work, teacher and TA time to help build motivation and confidence. He didn't achieve a GLOD at the end of Reception.</p>
PPG after school group		<p>To develop spoken language skills within a small group. To develop an interest for the child's learning at home.</p>	<p>All 8 children were invited to attend this club on a weekly basis. 6 chose to attend and one child withdrew and another only attended sporadically. For all 4 children who have attended, the confidence in their abilities has grown immensely.</p> <p>Child 1 – biggest impact is he is now writing independently in class and has enjoyed the writing activities within PPG club. Is now confident to express his ideas and his motivation to start his learning has increased. Linked learning in club to learning in class and continues this at home where he enjoys bringing the work he had done.</p> <p>Child 3 – increased confidence and takes learning home. Takes learning into class and able to express to her peers and class. More open about discussing what she is doing at home. Opened up her confidence to trying new things.</p> <p>Child 5 – increased confidence and sociability. Enjoying pre teaching in club and then sharing this in class.</p> <p>Child 6 – as Child 5 – more confidence overall. Noticeable difference in her confidence with adults around the school. Developing social skills, increased self belief in her own ability, showing other areas where she has talents – art, music. Huge improvements in her ability to communicate with others and work in a group.</p>
Family Liaison Assistant		<p>To support families and children at the school.</p>	<p>Child 7 – supported family and putting in strategies to support parents with behaviour at home.</p> <p>Child 6 – supporting family with behaviour at home.</p> <p>Child 2 – supporting attendance and behaviour at home.</p>
One to one support for individual children –		<p>To reduce the risk of exclusion and support the children so that they can learn in school.</p>	<p>Child 4 – Able to learn in the classroom by the end of the year. Although he did not reach the expected level at the end of KS1, his learning has come on since he has gone back into class and if he continues to improve and be engaged, he will continue to make very good progress given his starting points. He passed the phonics test in Y2. In Sandwell Maths he improved over the year by 15 months.</p> <p>Child 7 – the support enables him to learn as much as he can academically and to try and deal with the behavioural issues that are causing this. He achieved expected at the end of Y1 in reading and maths and passed his phonics test.</p>
Head teacher and governors groups on writing & maths.		<p>To extend their mathematical/literacy development</p>	<p>Child 1 – achieved expected in reading and maths, almost in writing. Writing made huge improvements.</p> <p>Child 3 – achieved expected in reading and writing but not</p>

			<p>maths. Again, huge improvements overall.</p> <p>Child 2 – achieved expected in reading.</p>
PPG's release time via leadership time		To co-ordinate our use of the PPG funding.	<p>This has enabled teachers to have a new recording proforma for PPG, to monitor how the PPG is being spent and to work with individual families to look at extra curricular support.</p> <p>To collate and review the Impact forms. To plan and resource the PPG club and train HLTA's running this.</p>

Total Amount of PPG spent	£12,010.66
PPG support funded by school	£30,729.11
Total	£42,739.76