



Pupil Premium Proposed Allocated funding for 2015-16

Total premium funding allocated 2015-16 Total £22,740.0					
Aims of pupil premium spending:					
1. To facilitate strategies and interventions that will contribute to narrowing the gaps in attainment and progress between pupils who attract pupil premium when compared with pupils who do not. (Including funding for additional liaison, planning, assessment and contact time between teachers, teaching Assistants and children-School Improvement Plan Priority 1) 2. To support and develop basic skills. 3. To provide access to learning resources and opportunities that will contribute to raised attainment and progress. 4. To provide access to enrichment opportunities that will introduce the child to new experiences and help them discover gift, talents and interests that they may not otherwise access. 5. To increase social skills, confidence and self-esteem and support the development of positive learning behaviours. 6. To improve physical health and well-being, both of which are essential if the child is to be in the optimum state for learning. 7. To remove barriers which may otherwise impact negatively on the child's learning or progress.					
Spending on	Linked pupil premium aim	Why?	Anticipated cost	Anticipated success criteria	Impact
Additional time for planning, assessment,, liaison between teachers and teaching assistants to improve Quality First Teaching provision	1 2 3 5 7	Embed Quality First Teaching and use of Teaching Assistants to further develop school's good and improving practice and provision for formative feedback (Education Endowment Foundation Research March 2015)	£10,000 Actual cost £9500	Learn can be precisely targeted. Assessment for learning strategies enable child to make rapid progress. Gap between PP and no-PP children narrows. Pupils achieve in line with age related expectations and in line with their peers of same gender, ability and background. Focused planning and opportunities for shared evaluation enable more focus on the child's learning needs.	Further time to embed-longer term impact anticipated.
Enrichment/ residential/ clubs/music lessons	1 2 3 4 5 6 7	To provide access to opportunities which the child may not otherwise have for purposes of enjoyment, development of social skills, development of physical fitness and to develop different gifts and talents.	£1,000 Actual cost £1000	Pupils have access to new or additional opportunities. Pupils develop a broad range of skills and interests. Pupils increase in confidence and develop positive relationships which put them in an optimum state for learning.	
Positive playtime activities-additional adults/play leaders and activities	1 2 3 4 5 6 7	To develop positive learning and social behaviours in pupils.	£2,700 Actual cost £2400	Barriers to learning are reduced. Positive relationships develop between children (and adults and children). Positive playtimes= positive start to learning sessions in classrooms. Pupils attend regularly and arrive punctually to start learning. Pupils are happy, safe, well hydrated and not angry, putting them in optimum state for learning.	
Support in English and Maths lessons, particularly in phonics through additional teaching assistants in KS1 and KS2 to reduce group size and provide focused support.	1 2 3 7	To reduce group size so pupils can receive more targeted support in phonics, reading, writing and numeracy lessons, so leading to improved assessment for learning and resulting in more rapid progress and raised attainment.	£6,000 Actual cost £4000	Learn can be precisely targeted. Assessment for learning strategies enable child to make rapid progress. Gap between PP and no-PP children narrows. Pupils achieve in line with age related expectations and in line with their peers of same gender, ability and background. Smaller group sizes enable more focus on the child's learning needs.	
Learning support resources to support specific learning needs.	1 2 3 7	To provide access to learning resources that will support learning and progress. (NUMICOM)	£500 Actual cost £3500	Children have access to resources that may otherwise beyond their family's means. Learning resources contribute to raised attainment and progress.	



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<p>Small group tuition including booster, 1:1 tuition, additional teacher/teaching assistant time to support pupils with SEND (And PP).</p> <p>Supplemented by part cost of teacher for targeted intervention/ Support in Year 1 + 2 (Spring/Early Summer term)</p>	<p>1 2 3 4 5 7</p>	<p>To provide small group tuition focused at the child's starting point and clearly targeted towards next steps. To develop study skills. To increase confidence. Support for specific learning difficulties. Use of intervention programmes such as Success@arithmetic.</p>	<p>£2000 Actual cost £1000</p> <p>Additional cost £1400</p>	<p>Learn can be precisely targeted. Additional staff allow smaller group size meaning more teacher feedback. Pupils increase in confidence. Pupils make better progress than could otherwise be expected. Pupils develop a love of learning and study skills for life.</p>	
<p>Forest school provision- Reception/Year 1 targeted</p>	<p>1 2 3 4 5 6</p>	<p>To develop language skills, social skills, self esteem and motivation- especially boys-1x weekly for 3 terms</p>	<p>Actual cost £2340</p>	<p>Increased engagement and 'real' opportunities for developing the speech and language and early writing (plus social skills). Anticipated raised EYFS profile scores, especially Sp&L, Wr and PSED (BOYS)</p>	
<p>Total proposed spend £22,740.0</p>					