

Pupil Premium 2016 -17

What is Pupil Premium?

The Pupil Premium is additional funding for schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. This funding is provided for pupils who are eligible for free school meals, those who have a parent in the armed forces and for those who are in or have come out of local authority care.

35 children are eligible for Pupil Premium at Sexton's Manor. Of these, 29 receive free school meals and 2 are children in the local authority category. Four children, whose families are in the forces, receive the Service Premium. Children who receive Pupil Premium represent 18.5 % of our school. Nationally, the figure is approximately 26%.

We view the needs of all pupils as important and work towards creating the best opportunities and experiences for every pupil in our school. The opportunities we provide include, but are not restricted to, those groups of pupils who attract the Pupil Premium. We ensure that children who are eligible for Pupil Premium funding access one or more of the interventions below over the course of the year.

We provide support focused on wider issues in children's and families' lives, particularly where we perceive these to be a 'barrier to learning' and feel that dealing with them would lead to improved attainment. In particular we seek to raise children's self-esteem and expectations. The other key priority is to narrow and eliminate gaps in the performance of pupils. We do this by providing high quality classroom teaching supported by interventions in small groups.

2016-17

Pupil Premium Impact Report

Wellbeing: total cost £11,504

Nature of support / frequency	No. of PP children / other children	Why?	Run by:	Impact for pupil premium children
Nurture groups five times weekly run before school and at lunchtimes	10 / 25	To raise self- esteem, a safe place to talk, support and encouragement	LSA / teacher	Pupils say: 'It makes me feel happy because you get a chance to talk'. 'You can make new friends.' 'Talking about things helps me with my writing.' 'I feel

				calmer when I go back to afternoon lessons.'
				Outcome star: children's scores improved on the outcome star eg. one pupil said, 'I can listen better because I've practised it.' He also felt more confident working in a group.
Forest School activities twice weekly	All children attended once a week for half a term	To encourage resilience, risk-taking, independence and confidence	LSAs	Parent feedback forms 'my child was more confident and happier' 'he talked about what he had done at school spontaneously as he was so engaged with it'.
Music therapy weekly	5 /13	To raise self-esteem, expectations and improve concentration	External – qualified music teacher	Reports written by the music specialist state '...made progress towards creative expression....shared the keyboard with a peer, playing expressively and clearly listening to what his peer was playing.' '... became more aware of when it was appropriate to stop playing and allow someone else to take a turn.' '...displays of social awareness and empathy seemed to increase as the term went on.'

Small group interventions: total cost £35,251

Nature of support:	No. of PP children/ other children	Why?	Run by:	Impact for pupil premium children
Intervention group – reception reading	3 / 9	Aim: to improve decoding skills	Deputy head	All three children have secured the reading objectives for EYFS.
Intervention group –	1 / 8	Aims: to spell high	DH	Children were assessed at beginning and

year 3 spelling		frequency words correctly		at the end of the intervention. All children improved their scores.
Intervention group – year 2 maths	3 / 8	Aims: number bonds to 10, teen numbers, numbers to 100, addition and subtraction	DH	Children can say number bonds to 10, can make and say teen numbers with apparatus, and can count in tens to 100. They used apparatus to make and say numbers to 100, can add and subtract within 20 using apparatus.
Intervention group – year 2 reading	3 / 8	Aims: to improve their fluency and comprehension skills	DH	All children were reading with greater fluency and answering questions with greater accuracy and confidence. One PP child has made rapid progress through 3 colour bands and PUMA tests show progress from below expected to expected standard. The other two children have progressed through 2 bands so far this year.
Intervention group – year 4 spelling	3 / 8	Aims: to improve spelling of phase 5 phonics and Year 2 words	DH	Children were assessed on spellings at the beginning of every lesson and worked on the spellings they did not get correct. They were tested at the end on a sample list. One child 12/12, one 11/12 and one achieved 8/12.
Support group – Year 4 maths	1 / 8	Aims: to provide support within the classroom	DH	PP child has been assessed using Sandwell and a programme of learning is being written.
Support group – Year 5 maths	3 / 3	Aims: to provide support within the classroom	DH	This group will continue to need support next year. One child has been assessed using Sandwell and a programme of learning is being written.
Intervention group – Year 6 reading	1/2	Aims: to improve comprehension skills and prepare for SATs.	DH	PP child gained the expected level in KS2 SATs.
Phonics support KS1	10 /20	Aims: to move the	LSA	Phonics screening:

3 afternoons		children on in their reading and writing of phonics sounds and words. Several ability groups according to need.		Year 2 retakes: of the 2 pupil premium children who failed the screening in Year 1, one has now passed. The other scored 24 and will continue to need intervention in Year 3. Progress in Year 1: of the 8 pupil premium children, 6 passed this year. The remaining two will continue to have an intervention in Year 2.
Gym trail twice weekly	10 / 29	To help with specific gross and fine motor skills, following instructions	LSAs	Reports state that 'struggled to follow instructions... this has improved' 'showed improvement when asked to slow down and take time' 'fine motor skills have improved' 'has definitely improved with his handwriting assessment – has picked up his pace'. Teachers have noted how children's handwriting has improved and how one child's goal to work at a faster pace was achieved.
Language support	3/8 3/16 2/6	To develop vocabulary, sequencing, following instructions and memory	Nursery nurse LSAs	Programme ran from Nov to Easter most children made good progress. Programme with LSA – speech and formation of sounds improved for one PP child, the other two are improving at speaking in sentences.
Lego club once a week	8/22	To develop listening, team work, giving instructions	LSA	Reports state that 'needed support initially, made improvements and gained confidence' 'now demonstrates more self-confidence and resilience' 'has demonstrated improved self-confidence'.
Maths support 2 times weekly year 2	1 / 6	To develop more able pupils	LSA	This child has secured 'greater depth' in KS1 SATs.