**Planning and evaluation outline – Pupil Premium 2015/16**

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| used for:  | **Is this a new or continued activity/cost centre?**  | **Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale**  | **Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?**  | **How will this activity be monitored, when and by whom? How will success be evidenced?**  | **Actual impact: What did the action or activity actually achieve? Be specific: ‘**As a result of this action…’ **If you plan to repeat this activity, what would you change to improve it next time?**  |
|  |  |  |  |  | Some success in that creation of the Arc has allowed the school to operate smoothly. 2 year 6 Arc pupils have transferred successfully to mainstream high schools and attained the expected level in reading writing and maths. 3 pupils from y5 2015/16 are currently attending full time and it is unlikely that they will be reintegrated. The provision will continue in the 2016/17 academic year. |
| Ark assistant | new | Employment of a teaching assistant to support the specialist teacher to teach pupils identified as at risk of permanent exclusion due to severe emotional and behavioural difficulties | Pupils are reintegrated into their class, are able to function within the normal classroom environment and are ready to transition to high school as successful, mainstream pupils. | Monitored by HT, SLT, Pastoral team and Governors through HT report at governing body meetings. |
| Pupil Welfare Officer post | Continued (role was introduced using PPG for 2012) | Continued employment of the pupil welfare officer to support attendance, parental involvement, child protection and attendance | To reduce the number of pupils missing significant time in school and to raise attainment through better attendanceTo support pupils experiencing difficulties (e.g. bereavement, Domestic Violence, Poor parenting) so that they make good or better progress. | Monitored by HT and Governors through HT report at governing body meetings. | Reorganisation took place mid year. It was considered that this role was no longer necessary as the sSENCO is now non teaching and was able to carry out the key duties more effectively.  |
| Nurture room leader | continued | To run nurture provision for pupils identified as having emotional/behavioural needs through use of Boxall profiling’. | To provide the children with a safe, small group, nurturing environment in order to ensure that barriers to learning are removed and pupils make good or better progress. | Monitored by Pupil Welfare officerReports to HT and Governing body | Pupils have made expected progress. Where this has not been the case, the provision has been able to identify specific learning needs and refer pupils to the SENCO |
| Nurture room Assistant | continued | To support and work along side the nurture room leader | To support the nurture room leader To provide the children with a safe, small group, nurturing environment in order to ensure that barriers to learning are removed and pupils make good or better progress. | Monitored by Pupil Welfare officerReports to HT and Governing body |
| Contribution towards Employment of a child therapist for 1 day a week | Continued | Mental health services and CAHMS were slow to respond to pupil need. We have a significant minority of pupils who have experienced personal trauma and this was presenting barriers to their ongoing happiness, sense of safety and ability to learn within a class room environment. The child therapist works with 4 pupils for 1 to 1 hour sessions through a teacher referral system but also works with pupils who self refer for ‘talk time’ over lunchtime. | To ensure that barriers to learning caused by emotional difficulties are met and pupils make good or better progress | Monitored by HT and annual report to the governing body. | This has had a positive impact on the pupils impacted (detailed report available.) |
| Employment of a language development worker to provide early intervention in the EYFS | Continued | Language development worker to support pupils raising concern around their communication and language development in nursery and reception. | To ensure early intervention to accelerate progress in language development for pupils in the EYFSTo ensure that pupils are identified and intervention put in place as soon after entry to nursery and reception as possibleTo raise attainment particularly in phonics and writing. | Monitored by HT and annual report to the governing body. | This has had a positive impact in terms of early intervention for pupils experiencing difficulties and will continue in 2016/17GLD was above national averages in 2015/16 |
| Support from Pivot Care in developing pastoral provision and links with other agencies. | Continued | External consultancy working with the school to ensure strong systems for safeguarding, pastoral care and behaviour management. To ensure effective deployment of support staff.  | Strong systems result in pupil learning behaviour and staff high expectations having a positive impact on learning. | Monitored by HT and reports to the governing body | This support has allowed the school to develop robust systems to support pupils wellbeing and has helped to structure staffing efficiently. Pupil wellbeing and safety was graded a 2a in our recent BPIP review. |
| Pupil premium intervention teaching assistant | continuing | Employment of an additional member of support staff to increase capacity in order to be able to use a member of support staff to deliver teacher planned intervention to pupil premium children in year 5 and 6 who are in danger of not achieving level 4 or not making expected progress in the national tests at the end of key stage 2. | Accelerated attainment and progress for pupil premium pupils in year 5 and 6. | Monitored by HT, governors and class teachers during 6 weekly pupil progress meetings. | This has had positive impact and our pupil premium children performed as well or better than non pupil premium children in their SATs with the exception of Year 6 reading. |

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| **Disadvantaged – All Pupils** |
|  |  | **Test Results** | **Teacher Assessment**  |
| **KS2** | Cohort Size -  | % of Children Achieving Expected Standard | Average Raw Score \* | Average Scaled Score\*\* | % of Children below working below the expected standards | % of Children Working towards the expected standard | % of Children at Expected Standard and Above | % of Children Working at greater depth above Expected Standard |
| Reading | 62% |  |  | 2/15 13% | 2/15 13% | 12/15 80% | 4/15 26% |
| Writing |  |  |  | 2/15 13% | 0 | 13/15 86% | 3/15 20% |
| Maths | 62% |  |  | 2/15 13% | 3/15 20%  | 12/15 80% | 1/15 6% |
| GPS | 84% |  |  | 2/15 13% | 0 | 11/15 73% | 0 |
| Combined | 46% |  |  | 2/15 13% | 0 | 12/15 80% | 0 |

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| **Non Disadvantaged**  |
|  |  | **Test Results** | **Teacher Assessment**  |
| **KS2** | Cohort Size -  | % of Children Achieving Expected Standard | Average Raw Score \* | Average Scaled Score\*\* | % of Children below working below the expected standards | % of Children Working towards the expected standard | % of Children at Expected Standard and Above | % of Children Working at greater depth above Expected Standard |
| Reading | 60% |  |  | 1/10 10% | 1/10 10% | 8/10 80% | 3/10 30% |
| Writing |  |  |  | 1/10 10% | 1/10 10% | 8/10 80% | 3/10 30% |
| Maths | 60% |  |  | 1/10 10% | 1/10 10% | 8/10 80% | 3/10 30% |
| GPS | 60% |  |  | 1/10 10% | 1/10 10% | 8/10 80% | 3/10 30% |
| Combined | 60% |  |  | 1/10 10% | 1/10 10% | 8/10 80% | 3/10 30% |

 The proportion of disadvantaged children achieving age related is consistently above the proportion of non disadvantaged children at the school with the exception of the combined measure. This is lower than the figure for non disadvantaged pupils. This figure will be compared to other pupils nationally when the data becomes available.