

## Weston All Saints CE Primary School Pupil Premium Report and Grant Expenditure 2015 – 2016

Pupil Premium Funding is allocated to schools based on the number of children from low income families who have been eligible for Free School Meals entitlement (FSM) within the last six years. Funding is also given to children who are Looked After Children (LAC) or from Service families. For the academic year 2015/2016, an allocation of £114,400. Pupil Premium has been received by WASPS. This is to be allocated specifically for strategies which narrow the gap in attainment between pupils who receive the Pupil Premium grant and their peers. The table below shows the distribution of these pupils throughout the school.

Year group (2015 – 2016)	Number of pupils Receiving Pupil Premium Funding
Y0	3
Y1	9
Y2	15
Y3	13
Y4	19
Y5	11
Y6	15
<b>TOTAL</b>	<b>85</b>

Total number of pupils on role 2015 - 2016	563
Total children receiving PP funding 2015 - 2016	85
Pupil Premium Grant 2015 –2016	£114,400 FSM - £105,600 Service Pupils - £1200 Post LAC pupils - £7600
Estimated Forecast 2016 – 2017	£121, 500 FSM - £110, 800 Service pupils - £1200 Post LAC - £9,500

## Pupil Premium Expenditure on Initiatives Across the School

### Main Objectives:

- To narrow any progress gaps in reading, writing and maths for pupils receiving Pupil Premium Funding
- To support these pupils' emotional and social well-being and to offer enriching life-experiences.

Initiative	Objective	Planned Outcome	Actual Outcomes (July 16)	Delivered by	Cost £																								
<b>Numeracy intervention groups</b>	To accelerate pupils' number recognition and basic number work in early years and to support pupils in learning times tables, mental maths and general number skills in KS2.	For pupils to make measurable gains in their maths progress.	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage of PP pupils on track to achieve ARE in <b>MATHS</b></th> <th>% difference with whole yr group</th> <th>No. of PP pupils</th> </tr> </thead> <tbody> <tr> <td><b>Year 6</b></td> <td>93% on track</td> <td>4% diff</td> <td>15</td> </tr> <tr> <td><b>Year 2</b></td> <td>73% on track</td> <td>11% diff</td> <td>15</td> </tr> </tbody> </table>	Year	Percentage of PP pupils on track to achieve ARE in <b>MATHS</b>	% difference with whole yr group	No. of PP pupils	<b>Year 6</b>	93% on track	4% diff	15	<b>Year 2</b>	73% on track	11% diff	15	LSAs and Teachers	£18,000												
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<b>Literacy intervention groups</b>	To close gaps in pupils' spelling knowledge, improve handwriting, reading and writing.	For pupils to make measurable gains in their literacy progress.	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage of PP pupils on track to achieve ARE in <b>WRITING</b></th> <th>% difference with whole yr group</th> <th>No. of PP pupils</th> </tr> </thead> <tbody> <tr> <td><b>Year 6</b></td> <td>73% on track</td> <td>15% diff</td> <td>15</td> </tr> <tr> <td><b>Year 2</b></td> <td>73% on track</td> <td>13% diff</td> <td>15</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage of PP pupils on track to achieve ARE in <b>READING</b></th> <th>% difference with whole yr group</th> <th>No. of PP pupils</th> </tr> </thead> <tbody> <tr> <td><b>Year 6</b></td> <td>80% on track</td> <td>13% diff</td> <td>15</td> </tr> <tr> <td><b>Year 2</b></td> <td>87% on track</td> <td>4% diff</td> <td>15</td> </tr> </tbody> </table>	Year	Percentage of PP pupils on track to achieve ARE in <b>WRITING</b>	% difference with whole yr group	No. of PP pupils	<b>Year 6</b>	73% on track	15% diff	15	<b>Year 2</b>	73% on track	13% diff	15	Year	Percentage of PP pupils on track to achieve ARE in <b>READING</b>	% difference with whole yr group	No. of PP pupils	<b>Year 6</b>	80% on track	13% diff	15	<b>Year 2</b>	87% on track	4% diff	15	LSAs and Teachers	£18,000
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<b>Specialist 1:1 LSA Support (KS1 and KS2)</b>	To support specific vulnerable pupils.	For relevant pupils to receive additional support to enable them to access the curriculum to the best of their ability and make good progress.	A small number of vulnerable pupils have received a great deal of additional 1:1 support from class LSAs to support their learning and emotional well-being. In the case of two of these pupils, the school has submitted an application for an Education Health and Care Plan (EHCP) to ensure appropriate future financial support for these pupils in the future.	LSAs	£17,000																								
<b>1 to 1 external and internal tutors in KS2, (increased in summer term)</b>	Work with individual pupils and small groups to develop specific literacy and maths skills.	All pupils make improved progress.	<table border="1"> <thead> <tr> <th colspan="4">Percentage of PP pupils on track to gain ARE</th> </tr> <tr> <th></th> <th><b>Maths</b></th> <th><b>Reading</b></th> <th><b>Writing</b></th> </tr> </thead> <tbody> <tr> <td><b>Year 6</b></td> <td>93%</td> <td>80%</td> <td>73%</td> </tr> </tbody> </table> <p>The focused attention of 1:1 tutors is invaluable to make teaching focused and specific for pupils.</p>	Percentage of PP pupils on track to gain ARE					<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Year 6</b>	93%	80%	73%	External tutors, teachers and LSAs	£10,500.												
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<b>Trained LSA to work with Reception children developing literacy and speech and language skills using Talk Boost Programme</b>	<p>Increase number of pupils reaching a good level of development in Reception, using Read Write Inc. and speech and language resources.</p>	<p>Increased number of pupils reaching Good Level of Development and language within 'normal ranges'.</p>	<p>Most children have been able to achieve normal levels of language development and this intervention has been very successful in boosting children's confidence in speaking.</p>	<p>Trained Teaching Assistant</p>	<p>£10,404.00</p>																								
<b>Literacy Intervention Read Write Inc.</b>	<p>In early years and KS1, Read Write Inc. intervention to close gaps in pupils' phonic knowledge and progress pupils' reading.</p> <p>In KS2, Fresh Start Intervention is used to support pupils' literacy skills.</p>	<p>For pupils to make measurable gains in their literacy progress.</p>	<table border="1" data-bbox="920 435 1697 608"> <thead> <tr> <th>Year</th> <th>Percentage of PP pupils on track to achieve ARE in WRITING</th> <th>% difference with whole yr group</th> <th>No. of PP pupils</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>73% on track</td> <td>15% diff</td> <td>15</td> </tr> <tr> <td>Year 2</td> <td>73% on track</td> <td>13% diff</td> <td>15</td> </tr> </tbody> </table> <table border="1" data-bbox="920 719 1697 890"> <thead> <tr> <th>Year</th> <th>Percentage of PP pupils on track to achieve ARE in READING</th> <th>% difference with whole yr group</th> <th>No. of PP pupils</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>80% on track</td> <td>13% diff</td> <td>15</td> </tr> <tr> <td>Year 2</td> <td>87% on track</td> <td>4% diff</td> <td>15</td> </tr> </tbody> </table>	Year	Percentage of PP pupils on track to achieve ARE in WRITING	% difference with whole yr group	No. of PP pupils	Year 6	73% on track	15% diff	15	Year 2	73% on track	13% diff	15	Year	Percentage of PP pupils on track to achieve ARE in READING	% difference with whole yr group	No. of PP pupils	Year 6	80% on track	13% diff	15	Year 2	87% on track	4% diff	15	<p>LSAs and Teachers</p>	<p>£9630</p>
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<b>Music Tuition</b>	<p>Music lessons to offer expanded opportunities for specific vulnerable children.</p>	<p>Relevant pupils to be able to receive music lessons and make progress learning an instrument.</p>	<p>Relevant pupils have been able to access these funds and have enjoyed benefitting from their music tuition.</p>	<p>Specialist Music Teachers</p>	<p>£7250</p>																								
<b>Literacy/dyslexia 1:1 work</b>	<p>To support pupils 1:1 or 1:2 with targeted and specific literacy support.</p>	<p>Relevant pupils to make progress in reading and writing.</p>	<p>Specifically selected pupils have been given additional support for their literacy work and dyslexia screeners have been used where appropriate.</p>	<p>Specialist teachers</p>	<p>£5000</p>																								
<b>Movement Therapy</b>	<p>Carefully targeted support for vulnerable children.</p>	<p>Relevant children seen to develop sense of self-esteem and security</p>	<p>Specifically selected pupils who needed support with their coordination, gross or fine motor skill have benefitted from this intervention. Pupils have gained confidence and social skills from working in groups too.</p>	<p>Movement Therapist</p>	<p>£3700.00</p>																								
<b>Financial assistance to specific parents for educational visits</b>	<p>Enable all pupils to participate in educational visits in their year-group.</p>	<p>All pupils offered the opportunity to participate in relevant trips.</p>	<p>Relevant pupils have been able to access these funds.</p>	<p>N/A</p>	<p>£183</p>																								

<b>Play Therapy – until December 2015</b>	Carefully targeted support for vulnerable children.	Relevant children seen to develop sense of self-esteem and security.	Specifically chosen PP children have been given the support from a specialised Play Therapist, who uses play as an outlet for pupils to explore their emotions and to learn more about themselves. This has been enormously beneficial for these pupils.	Play Therapist	£1500
<b>Social Skills Groups</b>	Pupils needing extra support with their social skills or emotional well-being to be able to attend a supportive group.	Relevant pupils will find social situations less difficult.	Relevant pupils have been given the opportunity to take part in social skills groups, which have been run by trained members of staff and had very positive qualitative impact on their well-being. Training is given to SEN teachers by speech and language therapists to follow through recommendations.	Teacher and LSAs	£2500
<b>Brighter Futures referrals (Through Behaviour and attendance panel)</b>	Carefully selected pupils were referred to access very specific and specialist support from Brighter Futures	Relevant pupils will be given the support needed to improve their emotional well-being and mental health. Thus, improving their ability to learn and engage at school.	Specific pupils were referred, through panel, to access a variety of support <ul style="list-style-type: none"> <li>• Thrive Assessments</li> <li>• Active interventions</li> <li>• Play therapy</li> <li>• Forest school six week course</li> <li>• Forest school 1:1 on site</li> <li>• Mentoring Plus</li> <li>• Play Buds</li> </ul>	SENCO to attend panel and refer to specialists.	£8500
<b>Thrive Assessments and training</b>	A member of staff has been training to become a Thrive Assessor. This will help monitor and improve pupils emotional well-being.	Relevant pupils will be given the support needed to improve their emotional well-being and mental health. Thus, improving their ability to learn and engage at school.	Specific pupils have been assessed and appropriate interventions put in place to support their state of emotional well-being. Teachers and parents have reported this to be very helpful in identifying areas of need.	SEN teacher	£1500
<b>Training course for member of SLT on PP spending</b>	A member of SLT went on a day long training course about the best ways to use pupil premium money.	The member of staff has shared ideas for good practice and this has impacted positively on outcomes for PP pupils.	Pupil conferencing was introduced as a direct result of this course. It was shown by research to be the most cost effective way to produce positive results for pupils.	SENCO	£150
<b>Pupil Conferencing</b>	To give appropriate PP children 10 minutes each week talking to their teacher about any issues with work or in their lives.	For PP children to have a little extra time dedicated to listening to their needs with their class teacher. Research shows that this produces very good outcomes for pupils.	Teachers have reported that this was a simple but effective way of offering support to PP children, particularly those that did not have any specific learning difficulty or other clearly identifiable need. Ten minutes a week has been an effective way to solve problems for those pupils e.g. If they needed work clarifying but sometimes if they were having any difficulties at home – these could be referred on quickly and solved.	Class teachers	£1500
<b>TOTAL</b>					<b>£115,317</b>

Note: some figures are approximate because they reflect percentages of staff salaries, in some cases.