**Wymeswold C of E Primary School Pupil Premium Report**

The Pupil Premium is government funding which is allocated to support children from

families who are currently known to be eligible for free school meals (FSM) or have received FSM in the last 6 years.

This extra funding is to help schools provide the extra support children for and raise the attainment of disadvantaged pupils and close the gap between them and their peers. It allows all children to reach their potential and for the school to identify and challenge barriers to individual’s learning.

The allocation of PP per pupil is currently (2016 - 2017) £1320.

Currently we have 4.2% of our pupils on roll receiving pupil premium.

This report is a summary of how pupil premium payment was spent and the impact it has had on progress for these pupils.

1. **Spending for 2015-16**

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| Funding for 2015 - 2016 was £11,880. | | | |
| **Identified Barrier to Learning** | **Strategy to address these barriers to learning** | **Rationale for chosen strategy** | **Impact** |
| Lack of confidence in relation to their peer group | PP will fund music lessons (violin) for older KS2 PP pupils  PP will fund or part fund school trips. | Music lessons have been chosen so that children can develop self-confidence; this is also proven to help children. Improved outcomes have been identified in English, mathematics and science learning (EEF).  This is because we recognise the skills, knowledge and self-discipline that come through learning an instrument are transferable to academic learning. Plus self-esteem that comes through learning a new skill. | Children who had music lessons were much more confident and able to share their music playing regularly in assemblies and in whole school celebrations.  The music lessons also had a positive impact on children’s concentration. |
| Poor phonics skills and knowledge  lower than expected reading, maths and writing levels | LSA time- intervention groups. A percentage of salary funded by PP to reflect the hours spent with groups. This will include work in differentiated phonics groups.  Pre-teaching, particularly in maths. | These strategies were chosen so that the children could receive individualised support to achieve their next steps in learning, either through intervention groups of small group support in lessons. | The use of Pupil Premium funding has had a positive impact upon the children who receive it.  Attainment:  33.3% of the group are working at the expected level in writing, 55.5% in maths and 66.6 in reading.  Progress:  All children made expected progress from their relative starting points with 55.5% of pupils making greater than expected progress in writing and maths and 33.3% in reading. |
| Poorer attendance than peers Factors external to school | Specialist intervention for individuals where necessary | Specialist intervention was sought where necessary | Individualised support was put into place . |

1. **Spending plan for 2016 – 2017**

Funding for 2016-2017 is £11880

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| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **When will you review implementation?** |
| Increased attainment in writing and therefore progress | Feedback  Focussed next steps  LSA used to free teacher for focussed feedback sessions or to give the feedback themselves. | | Feedback can be used effectively to increase pupils’ attainment. Data on the EEF toolkit shows that used effectively feedback can provide the greatest levels of improvement in progress. | Book scrutinies and pupil interviews.  Half termly data analysis | Each half term when data is collected  Summer 17 – KS2 SATs data and Year 4, 5 and 6 class data. |
| £5265 | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **When will you review implementation?** |
| For children to have as much confidence and self-belief as their peers | Music lessons/ sports sessions for older children | | EEF toolkit suggests that there are positive gains from arts involvements. In previous years we have seen that there have been gains for children receiving music lessons; although this depended upon the individual child’s effort and desire to participate. Therefore this is offered for children if they are keen to take part | Weekly lessons organised in school time (music) or possibly after school if additional art/ sport | Termly discussion with individual children. |
| Improved attainment and progress in reading | Reading comprehension strategies | | EEF toolkit shows that reading comprehension sessions are more effective than phonics sessions for improving reading. With rise in expectation of reading level at end of KS2 focussed sessions should provide adequate challenge in texts used. | Half termly data analysis  Observation of sessions | Data analysis over the year to ensure children are making at least expected progress. |
| Improved attainment in maths | Pre teaching/ consolidation sessions for maths/ mastery learning | | We have found that pre-teaching can be very effective for improving maths progress as children can learn effectively in class. EEF toolkit suggests using mastery learning strategy for particularly difficult areas of maths | Half termly data analysis  Observation of sessions | Data analysis over the year to ensure children are making at least expected progress. |
| £3510 | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **When will you review implementation?** |
| Children to have same opportunities as peers | Part funding residential trips | | Residential trips are a way to develop skills in children not seen in the classroom. They are very popular at Wymeswold, with generally all children going yearly. | Parents are aware that there is support available, particularly for siblings where the cost can be large. | After the trip ask what the child has learned by being involved with the residential. |
| £800 | |

The date of the next Pupil Premium review will be July 2017.