

Pupil Premium Grant Expenditure Report - **IMPACT** 2015 - 2016 (Academic Year September 2015 - July 2016)

Total number on roll		405 (as of September 2015) 64 children are classed as pupil premium (16% of school community)						
		Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception
		63 (13 PP)	64 (9 PP)	60 (10 PP)	59 (11 PP)	56 (11 PP)	52 (7 PP)	51 (3 PP)
Title	Nature of support/project 2015/2016	Cost per annum approx	Objectives	Desired outcomes	Outcome			
Educational Visit support	Subsidising the cost of school visits both day trips and residential visits	£1500	Enable all pupils to access residential visits for outdoor and adventurous and team building	100% of pupil premium pupils to attend all educational visits including residential	91% PP children attended residential trips last academic year.			
CPD to continue to improve quality first teaching	Growth Mindset 7Cs training for all staff – attitudes and relationships Wroxham Alliance support for NQTs and all staff Numicon training for all staff – 2x twilights – provided by recognised Numicon expert. 3 aims of National Curriculum in Maths – 3x twilights delivered by Norfolk Maths Teams	£3000	Improve quality first teaching Develop a consistent approach in the teaching of maths	Percentage of teaching to be recognised as consistently good and outstanding	Quality of teaching, learning and assessment judged as “Good” – Ofsted April 2016			

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Playleader training in Year 5	Year 5/6 children trained to take on the role as playleaders to support younger children	£500	To develop play leaders in our older children to support younger children in developing their play and communicating skills	Pupil premium children to engage in meaningful play	Didn't see the engagement as expected. SLT to discuss future requirements of playleaders.
Intervention	Employment of additional TA intervention support in KS1 and KS2 Specific intervention time – social, writing, reading and maths	£3000	To increase the rate of progress of pupil premium pupils.	Rate of progress across school for pupil premium children to be at least in line with non-pupil premium children	TA support took place in year groups but did not see the impact in the 2016 SATs tests. Next academic year, planned for HLTAs linked to year groups to be responsible for interventions – more reactive and proactive in planning for gaps/misconceptions.
Wider opportunities	Wider opportunities to develop music skills at KS2 Increase percentage of children accessing afterschool clubs	£1000	Increase access of pupil premium pupils to access music tuition.	To have at least 70% of pupil premium children to access music tuition	9% Are we making this accessible to parents? Are they aware they can

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			Increase number of pupil premium children who participate in after school clubs.	To have at least 85% of pupil premium to access at least 1 afters school club.	access? Next academic year, discussions during progress meetings to explore option of music lessons.
Continue the development of our pastoral worker in school	Pastoral worker in school to continue to develop relationships with both the children and families of pupil premium. To provide support and counselling for children and parents	£4000 inc. salary	Access to early intervention	Early intervention available for all pupil premium pupils within 1 week.	Pastoral lead works with 31% of children and/or their families. This includes drop ins, FSP and child protection cases.
Purchase of online licences for home use	Sumdog currently in place. Explore other online resources: Spelling Grammar Further maths	£500	Increase access to online learning at home for all pupils	100% of pupils to have access to online learning – this will include use of laptops and tablets outside lesson time	Use of Sumdog is establishing itself more in the school community and at home. Next academic year role out more options. Teachers to encourage use during other times. Use of reward systems to encourage use.

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<p>1:1 tuition by trained teacher or small groups</p>	<p>Children identified that need short focused 1:1 tuition. Started Summer term 2015 in Year 5 for maths.</p>	<p>£2000</p>	<p>Close the gap of achievement for PP children and non PP.</p>	<p>PP children are achieving in line with their peers.</p>	<p>Small group maths took place throughout the Spring and Summer terms. Did not have the impact desired in the SATs 2016. Action plan for SATs 2017 in place, including the focus on PP.</p>
<p>Early intervention for misconceptions</p>	<p>Class teachers respond to the formative assessments they make and put in support to address misconceptions. This will often take place outside the discrete lesson and carried out by DH.</p>	<p>£35,000</p>	<p>For teachers to identify misconceptions during class time and refer to DH for additional support.</p> <p>For teachers to identify in advance, additional support before teaching key concepts to raise self-esteem and close gaps.</p> <p>To address gaps in</p>	<p>PP children are achieving in line with their peers.</p> <p>Misconceptions are addressed and children have a firm grasp of key concepts, e.g. place value.</p>	<p>Small group of children benefitted from support. Engagement increased with two children (Yr4 and Yr5).</p> <p>Developed teacher subject knowledge with support on teaching misconceptions.</p>

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			knowledge and impact on achievement and attitude in class.		
Structured conversations with parents/children	Teachers are regularly holding progress meetings with all parents. To engage all parents and where appropriate involve the child in their progress. DH/Senior leaders to be involved in meetings to give challenge and support.	£6000	Parents/carers know what and how to support children. Parents/carers and teachers work closely together to impact on the progress and achievement.	Children's achievement and progress are impacted positively due to the engagement of parents/carers with school.	Progress meetings during the school are proving to be extremely valuable for both parents and teachers. 95% of parents meet with the teacher every 6 weeks. Next year, aim to invite the child more regularly to take part in their progress meetings.
Increase resources available in school	Purchase of Numicon resources across the school to support the training being provided. Review of equipment already held in school and add to throughout the year.	£7662.07 Numicon well-resourced across the school.	To give children more concrete resources to give a concrete understanding of key mathematical concepts. To ensure that the Numicon training the	Children have a good sense of number and make the transition from concrete to pictorial to abstract smoothly with connections made continuously.	Significant amount of maths resources now visible in every classroom. Resources used much more frequently. Additional resources

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		£3000 for other maths resourc es	staff receive can be rolled out effectively.		<p style="color: red;">purchased at the end of the year, due to the trainer no longer requiring resources.</p> <p style="color: red;">Two Yr4 teachers participated in the bar model training which will be shared with staff in Autumn 2016.</p>
Wrap around care subsidised	Shining Stars – our before and after school club to offer sessions to families who need support	£1500	To offer before and after school care whenever needed for PP families.	PP are able to access before and after school care as and when needed and not subject to affordability.	<p style="color: red;">Shining stars offered to families who require it. TG supports families and advises of Shining Stars being available.</p>
TOTAL ALLOCATI ON		£87,680			

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We recognise that pupil premium funds must be used to raise attainment and progress for all disadvantage children, therefore children receiving support and intervention are reviewed on a regular basis to ensure that the appropriate support and intervention is in place, ensuring an accelerated level of progress.

Intervention is constantly reviewed, revised and carefully restructured so that it is delivered in a far more effective way. Children now attend intervention sessions for shorter more focussed periods. This reduces the amount of time that children are away from class. Therefore, they continue to have access to higher order thinking and challenging learning and **quality first teaching**.