

# Pendock C E Primary

## Pupil Premium Report (2015/16)

Schools are now allocated a sum of money to support the provision for children from low income families. The purpose of the funding is to support pupils to make good progress.

"Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium." (DfE)

<b>Summary of main barriers to learning for children eligible for Pupil Premium.</b>	Under-developed reading, spelling and numeracy skills of some children eligible for Pupil Premium Low self-esteem and related social skills in identified pupils Financial difficulties of disadvantaged families
--	---

**For the year 2015-2016, Pendock CE Primary was allocated £16,790.34 for children who attract Pupil Premium funding. This was allocated and evaluated as follows:**

<b>Initiatives in 2015-16</b>	<b>Reason for allocation</b>	<b>Evaluation/Impact</b>	<b>Action</b>
Training for staff.	To train staff to deliver enhanced literacy and numeracy provision	<p>100% of children attracting pupil premium met the expected standard in Phonics in Year 1.</p> <p>At the end of Foundation Stage children attracting Pupil Premium made expected progress from their relative starting points.</p> <p>By the end of Key Stage 1 children attracting pupil premium had made progress in line with that of their peers.</p> <p>Overall progress in Reading for children attracting pupil premium was better than for similar children and for all other children nationally at the end of Key Stage 2.</p> <p>Progress in Writing for 50% of children attracting pupil premium was above that of similar children and for all other children nationally at the end of Key Stage 2 and below for 50%.</p> <p>Progress in Maths for children attracting pupil premium was below that of similar children and for all other children nationally at the end of Key Stage 2.</p> <p>Results have been scrutinized and the school has identified specific reasons for them but are unable to illustrate</p>	<p>Continue during 2016/17</p> <p>Focus on progress for all in Maths to remain on School Improvement Plan</p>

		<p>further in this report due to the small cohort size and risk of identifying individual pupils.</p> <p>Small cohort sizes make it difficult to draw conclusions when comparing children nationally. Each child's individual circumstances are taken into consideration and targets and interventions set according to need.</p>	
TA/Teacher one to one support/ intervention groups for literacy and numeracy.	To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.	See above	As above
Purchase of resources to support children with specific additional needs.	To ensure children have access to materials and resources specific to their needs.	See above	As above
Uniform grants.	To enhance self-esteem and well-being.	The findings of the Sutton Trust suggest that uniform grants have no impact on achievement. (The purpose of Pupil Premium being to raise standards). However, parents have appreciated the financial support and the children's well-being and self-esteem have been supported as they have equal access to uniform as their peers and whole family feeling of well-being supports children's well-being. Consideration is to be made on the size of the uniform grants to ensure that the pupil premium grant is targeted where it will have greatest impact on achievement.	Continue to provide uniform grants at a reduced rate in 2016/17.
Funding for curriculum enhancement activities (including Residential for children in Years 5 and 6 and Swimming for pupils throughout the school).	To ensure all children have access to curriculum enrichment activities.	All children have been able to access curriculum enhancement activities - something they may not have been able to do without the financial subsidy. Learning has been enhanced as a result of the educational visits. At the end of Key Stage 2 all children were able to swim to a high standard and had developed knowledge and understanding of safety in and around water – including life-saving skills.	To continue during 2016/17

Report written: **November 2015**  
To be reviewed by: **November 2016**  
Review completed: **2<sup>nd</sup> November 2016**