

Pupil Premium Spending 2016-2017 (Total income—£39, 000)

Spending Focus	Intervention	Intended outcomes	How is the impact of the intervention measured?	Impact
<p>In class TA support and interventions led by the school's Reading Recovery Teacher and maths Tutor</p> <p>Pupil Premium Contribution : £27,900</p>	<p>Provide support for children's learning in a small group and 1:1 support for pupils so as to meet their specific needs and overcome barriers to learning. Interventions and additional support will include programmes delivered by the school's Reading Recovery Teacher and Maths Tutor</p>	<p>Ensure increasingly rapid progress for pupils in all key areas so that pupils eligible for the pupil premium continue to achieve at least as well, or better, than other pupils nationally</p>	<p>In-house pupil tracking data will demonstrate that pupils eligible for the pupil premium payment continue to achieve at least as well, or better, than other pupils nationally</p>	<p>Our in-house tracking shows most PP children have made appropriate progress in all areas</p> <p>KS1 SATs show that our Pupil Premium children made better progress in all areas than non-Pupil Premium children</p> <p>See below.</p>

YR % making GLD	School compared with all pupils nationally	School Disadvantaged (3)	School Non-disadvantaged
GLD	67% (71%)	33%	70%

KS1 % at EXS+ (expected standard+)	School compared with all pupils nationally	School Disadvantaged (1)	School Non-disadvantaged
Reading	73% (76%)	100%	72%
Maths	77% (75%)	100%	76%
Writing	83% (67%)	100%	83%

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KS2 % at EXS+ (expected standard+)	School compared with all pupils nationally	School Disadvantaged (5)	School Non-disadvantaged
Reading	61% (71%)	60%	62%
Maths	68% (75%)	60%	69%
Writing	81% (76%)	40%	88%
SPAG	71% (77%)	40%	77%

KS2 Progress from KS1-KS2	All	Disadvantaged (5)	Non-disadvantaged
Reading	-1.3	-2.4	-1.1
Maths	-1.1	-3.1	-0.8
Writing	1.0	-2.0	1.5

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Spending Focus	Intervention	Intended outcomes	How is the impact of the intervention measured?	Impact
SLIP support Pupil Premium Contribution : £1750	Speech and Language Therapist intervention (one morning per fortnight, 2 children) Assess children's needs, write reports, provide advice and guidance to teachers and TA's, work with identified children	Develop speaking and listening skills and address gaps in children's skills and understanding	Termly reviews and annual report by the Speech and Language Therapist identifying progress against each pupil's specific, individualised targets	Children have met at least 75% of the targets set during the year, enabling them to access the curriculum further
Behaviour Pupil Premium Contribution : £600	Sports club one lunchtime a week	Develop social skills, build relationships, develop team work	There will be a reduction in lunchtime incidents as noted in the school Behaviour Log, because pupils will have developed strategies to manage their feelings and understand those of others	Number of incidents have halved since the previous year

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Area of spend	Description of intervention	Intended outcomes	How impact is measured	Impact of intervention
<p>Trips and Visits</p> <p>Pupil Premium Contribution : £1800</p>	<p>Financial support provided for those families who may not be able to contribute fully towards planned school trips and visits. This will include trips and key events, most notably those trips that require extensive cost implications, such as trips out of authority and residential trips</p>	<p>Children will have the opportunity to range from a range of experiences and participate in activities along with their peers</p>	<p>Achievement, attainment and SMSC of PP children to improve so that it is at least in line with other pupils nationally</p>	<p>In 2016-17 all pupil premium children accessed trips, therefore receiving full curriculum enrichment entitlement.</p>
<p>Outside agency support</p> <p>Pupil Premium Contribution : £5,100</p>	<p>Involve outside agencies to provide extra support and assessments where needed. Support accessed through the local behaviour panel. Interventions will include behavioural, social and emotional assessments and programmes of support. These cannot be listed by name as the school does not wish to be seen to advocate a specific provider.</p>	<p>Suggested support will be provided to enable children to overcome barriers to learning, make at least expected progress and achieve their appropriate targets</p>	<p>Achievement, attainment and SMSC of PP children to improve so that it is at least in line with other pupils nationally</p>	<p>See pages 6-7 for report.</p>
<p>Curriculum Enrichment</p> <p>Pupil Premium Contribution : £1850</p>	<p>Widening opportunities: musical instrument tuition, all after school clubs and vocal training provided by the Choir Master of Bath Abbey</p>	<p>All pupils in Y3 given the opportunity to learn the viola</p> <p>All PP children given the opportunity to learn a musical instrument</p>	<p>Parents/teachers/pupils feedback on improved life chances and enjoyment of learning</p>	<p>One child has taken up this opportunity</p>

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Area of spend	Description of intervention	Intended outcomes	How impact is measured	Impact of intervention
<p>Young Carers/School Nurse</p> <p>Pupil Premium Contribution :</p> <p>Not required. Funding supplied by BANES local authority</p>	<p>School nurse provides support and intervention for children who require it. In 2016-17 interventions will include friendship groups for socially vulnerable pupils and support for mental health and well being through 1:1 bespoke tailored programmes for each pupil</p>	<p>Suggested support will be provided to enable children to make expected progress and achieve their appropriate targets</p>	<p>Achievement, attainment and SMSC of PP children to improve so that it is at least in line with other pupils nationally. This will be measured through on entry assessments undertaken prior to interventions and post intervention reviews</p>	<p>One carer has accessed friendship nurture group</p> <p>School nurse signposted child to young carer's support organisation</p>

In-class TA Support—Impact

Year Group	% of PP achieving expected standard	% of non-PP achieving expected standard
<p>YR (3) (2 also have identified SEN)</p>	<p>1 child (33%) achieved GLD (Good level of development)</p> <p>Though the other 2 children did not achieve GLD (they both have SEN), both moved on from their</p>	<p>70% achieved GLD (Good level of development)</p>
<p>Y1 (3) (All also have identified SEN, 1 has poor attendance)</p>	<p>Writing—though no PP children are working at Expected standard, all 3 children made good progress from their initial start in Y1, and 2 of them made better than expected progress.</p> <p>Reading—1 PP child (33%) is working at expected standard. The other 2 have made good progress from their initial start in Y1</p> <p>Maths—though no PP children are working at Expected standard, all 3 children have made good progress from their initial start in Y1</p>	<p>Reading—82%</p> <p>Maths—74%</p> <p>Writing—58%</p>
<p>Y2 (1)</p>	<p>100% met Expected standard in their KS1 SATs</p>	<p>Reading—72%</p> <p>Writing—83%</p> <p>Maths—76%</p>

In-class TA Support—Impact

Year Group	% of PP achieving expected standard	% of non-PP achieving expected standard
<p>Y3 (5)</p> <p>(1 child had a disrupted YR and joined our school in Y1, 1 child joined our school in January 2017)</p>	<p>Writing—All PP children have made good progress since their initial start in Y3. 2 PP children (40%) are working at expected standard</p> <p>Reading—All PP children have made good progress since their initial start in Y3. 2 PP children (40%) are working at expected standard</p> <p>Maths—All PP children have made good progress since their initial start in Y3. 2 PP children (40%) are working at expected standard</p>	<p>Reading—85%</p> <p>Maths—65%</p> <p>Writing—92%</p>
<p>Y4 (1)</p>	<p>Though the PP child is not working at expected standard, good progress has been made</p>	<p>Reading—83%</p> <p>Maths—76%</p>
<p>Y5 (6)</p> <p>(2 children have identified SEN, 1 child joined our school in January 2017)</p>	<p>Writing—2 PP child (33%) achieved expected standard. All PP have made some progress since their initial start in Y5</p> <p>Reading—3 PP child (50%) achieved expected standard. All PP have made some progress since their initial start in Y5</p> <p>Maths—1 PP child (17%) achieved expected standard. All PP have made some progress since their initial start in Y5</p>	<p>Reading—50%</p> <p>Maths—38%</p> <p>Writing—54%</p>
<p>Y6 (5)</p> <p>(2 children have identified SEN, 1 child joined our school in January 2016, 1 child has poor attendance due to medical needs, 1 child joined our school in January 2017)</p>	<p>60% of PP children met Expected standard in their KS2 Reading and Maths SATs</p> <p>40% of PP children met Expected standard in their KS2 Writing and SPAG SATs</p>	<p>Reading—62%</p> <p>Maths—69%</p> <p>Writing—88%</p> <p>SPAG—77%</p>