

Pupil Premium Report 2015-2016

Our aim: for all children to *find strength in God and soar on wings like eagles*. Some children face disadvantage and are more vulnerable than others. For them we need to provide various forms of support and intervention to enable them to grow strong and be able to 'fly'.

Impact of Pupil Premium Funding and Activity

Given the relatively small numbers of pupils in receipt of the pupil premium grant in any single cohort it is difficult to use statistical data in any meaningful way to demonstrate impact. In some cases it would be possible to identify individual pupils from any data provided in a published public document such as this. Detailed records and individual pupil case studies are available in school to those who need to assess the impact of the PPG as part of their professional role e.g. Ofsted Inspectors.

Responsibility:

- Mr Barfoot (Headteacher)
- Mrs Mukerji (SENDCo and Inclusion Manager)
- Mrs Illingworth (School Business Manager)
- Christina Watson, Dawne Whitehead and Jo Whiteley (Governing Body Pupil Premium Committee)

Pupils in receipt of the Pupil Premium Grant (PPG)

In the school year 2015 – 2016 there were 17 pupils receiving the Pupil Premium Grant (£1300 per pupil) and one in receipt of the Post Looked After Children Grant (£1900).

We currently have 9 pupils who are eligible for Free School Meals (FSM). In addition we have a further 7 pupils who are termed Ever 6 and were, in the last 6 years, in receipt of FSM which qualifies them for the PPG. We also receive funding for a pupil who has been adopted.

The pupils in receipt of these grants are spread throughout the school. Numbers in each year group are, in most cases, too small to make their aggregated attainment and progress data statistically meaningful. We track their progress and make provision for their needs individually.

2015 - 2016

Total number of pupils on roll (July 2016): **167**

Total number of children eligible for PPG and post Looked After Children: **18 (11%)**

Our total PPG allocation 2015 -2016: **£25,300**

Expenditure in 2015 – 2016

Employment of Senior and Higher Level Teaching Assistants	£20500
Provision of Counselling services (as part of KCP subscription)	£ 900
Teaching Agency staff to run intervention groups in Spring and Summer terms	£ 1514

Residential Visit Fees	£ 660
	£ 90
School visits	£ 220
Dyslexia testing	£ 300
Optician fees and prescribed equipment	£ 266
Music tuition	£ 465
Local Gym Club membership	£ 28
Other resources	£ 350

Provision 2015 - 2016

- **SMART moves** (physical development) Programme delivered by Senior Teaching Assistant.
- **Physical phonics.** Programme delivered by Senior Teaching Assistant
- Elements of **1st Class @ Number** programme. Programme Delivered by Higher Level Teaching Assistant
- **Reading Intervention.** Programme delivered by Higher Level Teaching Assistant
- **Nurture Groups** run by Senior and Higher Level Teaching Assistants
- **1 to 1 support** from Senior and Higher Level Teaching Assistants
- **In class support** Senior Teaching Assistant in Year 6 to support preparation for end of KS 2 assessments
- **Writing Group** programme delivered by Higher Level Teaching Assistant
- **Counselling** provided through subscription to the Kendal Collaborative Partnership
- **Curriculum enrichment:** Music (instrumental tuition and hire), school curriculum visits, school residential visits
- **Small Group Support** provided in Spring and Summer terms by teaching agency staff
- **Support for individual pupils** including music tuition fees, sports club membership, specialist equipment, professional fees for educational testing and screening, payment for school trips and residential visits

Although many of these pupils remain below their peers in attainment, the majority are making good progress, with some making better than expected progress in Reading Writing and Maths.

2016 - 2017

Total number of pupils on roll (July 2016): **171**

Total number of children eligible for PPG and Post Looked After Children Grant : **17 (10%)**

Identified possible barriers to learning:

- Negative generational attitudes to learning in maths
- Physical development (fine and gross motor control)
- Lack of understanding of the curriculum and expectations

- Low self-esteem and sense of identity
- Challenging domestic situations
- Emotional and attachment issues
- Dyslexia – possible genetic factors
- SEND: processing issues / Autistic Spectrum Condition

Strategies planned for 2016 – 2017

Use of Strengths and Difficulties Questionnaire (SDQ) to establish a baseline measure of vulnerability before any intervention or support is provided.

One to one reading support provided by qualified Special Educational Needs teacher

As part of whole school curriculum development we plan to provide families with

- more information about the curriculum and learning in each year group
- more opportunities to get involved in their child's learning
- more detailed feedback on progress.

Support for emotional well-being, self esteem and social development. Nurture groups, KS 1 and KS 2.

Utilise the experience and skill of senior teaching staff to provide one to one or group support for specific gaps in knowledge and understanding in maths and literacy identified by class teachers

Provision of professional dyslexia testing, advice and recommended resources

Provision of computer tablets and subscription to online Literacy and Maths resources to support self-regulated learning

Option of referral to KCP counselling team for one to one cognitive behaviour therapy sessions to support emotional well-being.