**London Meed Primary School**

**Pupil Premium Strategy 2015-2016**

**The strategic and targeted use of Pupil Premium will enable us to achieve the best learning experiences and outcomes for our pupils.**

* **To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed**
* **In making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be disadvantaged and not all pupils who are socially disadvantaged are eligible for free school meals**

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| **Year** | **Amount per child** | **Total amount received** |
| **2014 – 2015** | **£1,300** | **£40,300** |
| **2015 – 2016** | **£1,320** | **£43,276** |
| **2016 - 2017** | **£1,318** | **£52,640**  (includes£160.15 underspend from previous year) |

**Details of Support and Impact of Pupil Premium – Academic Year 2015-2016**

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| **Strategy** | **Amount allocated for the intervention** | **Brief summary of the intervention** | **Intended outcomes:**  **How will the intervention or actions improve achievement for eligible pupils for the Pupil premium?** | **How will the activity be monitored and by whom?** | **Actual impact: what did the intervention or activity achieve?** |
| **Staff**  Teacher led intervention groups | **£21,012.44** | Pre- teaching Reading and Writing  Pre-teaching Mathematics  Writing intervention  Mathematics intervention  Speech and Language teacher | To improve key English and Mathematics skills so that children eligible for Pupil Premium will make better than expected progress from their individual starting points. Accelerating the progress of these pupils will ensure that they meet age related expectations. | Data tracking by DHT    Half Termly Pupil Progress meetings with class teachers to identify gaps  Half termly impact review by Pupil Premium intervention teachers  Pupil voice interviews  Impact reported to Governors each term as part of Head Teacher’s report | **81% of pupils who received Reading pre-teaching or intervention made expected or better progress.**  **81% of pupils who received Writing pre-teaching or intervention made expected or better progress.**  **85% of pupils who received Mathematics pre-teaching or intervention made expected or better progress.** |
| **LSA led intervention groups** | **£11,560.96** | Learning Mentor  Nurture Group  1:1 class support | To improve basic English and Mathematics skills. To boost self-esteem and independence through improved access to learning. | Data tracking by DHT  Half Termly Pupil Progress meetings with class teachers to identify gaps  Pupil voice interviews  AHT (Inco Lead)  Impact reported to  Governors each term as part of Head Teacher’s report | **Attitudes to Learning have improved. Pupils spend more time in class independently accessing the learning.** |
| **Therapies** | **£2,529.50** | Counselling  Educational Psychologist  Woodlands Meed Outreach | Targeted support for children with specific emotional needs. Improved understanding of adults in order to support the learning of Pupil Premium children . | Data tracking by DHT  Half Termly Pupil Progress meetings with class teachers to identify gaps  AHT (Inco Lead)  Impact reported to  Governors each term as part of Head Teacher’s report | **100% of pupils who received counselling made accelerated progress in Reading, Writing and Mathematics.** |
| **Clubs and Trips** | **£5,565.13** | Cooking Club  Gardening Club £192.40  Chess Club  Karate Club  Tennis  Guitar lessons  Ink Pots  Football lessons  Year 3 swimming  Year 5 residential  Year 6 residential  Year 2,3,4,5,6 day trips | Children will be able to access the same clubs and trips as their peers, therefore, social integration and self- esteem are being developed and enhanced. | Data tracking by DHT  Half Termly Pupil Progress meetings with class teachers to identify gaps  AHT (Inco Lead) | **Year 3 pupils children took part in swimming and improved in skill and confidence in the water.**  **All Year 5 and 6 pupils in receipt of the Pupil Premium attended the residential trips and developed confidence, resilience and independence as a result.**  **All children entitled to the Pupil Premium are eligible for funding for 1 chargeable club or musical instrument lesson per term and all**  **school trips and work- shops. As a result, attendance for this group of pupils has been consistently above 95% .** |
| **Resources and teaching materials to remove barriers and support learning and social integration** | **£1,613.76** | Guinea Pigs  Cardigans and sweat –shirts  Lunch club and Nurture Group Resources  Computer | Children will have improved access to the full curriculum. Self-esteem will be raised. | Data tracking by DHT  Half Termly Pupil Progress meetings with class teachers to identify gaps  Pupil voice interviews  AHT (Inco Lead)  Impact reported to  Governors each term as part of Head Teacher’s report | **Caring for the Guinea Pigs is a reward for good behaviour. Targeted pupils learn care and responsibility.** |
| **ICT Resources to support learning** | **£834** | RMeasimaths  Reading Wise  Reading Eggs | Children will be able to practise and consolidate Reading and Mathematics skills at home and at school. This will help to accelerate progress. | Data tracking by DHT  Half Termly Pupil Progress meetings with class teachers to identify gaps  Impact reported to  Governors each term as part of Head Teacher’s report | **All pupils in receipt of the Pupil Premium have logins and user names in order to access the resources in and out of school. Results for in-year progress can be seen below.** |
| Total | **£43,115.79** | £160.15 underspend for 2015 -2016 academic year |  |  |  |

**Next steps: Home Learning Club for targeted children who do not have the necessary support to undertake Home Learning tasks. 1 LSA for 2 x 1 hour sessions = £18.52 each week**

**Progress and Attainment of all Pupil Premium Pupils by end of Summer Term 2016**

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| **Progress and Attainment** | **Reading** | **Writing** | **Maths** | **RWM** |
| **Expected or better than expected progress** | **71% 76%** | **74% 85%** | **76% 85%** | **66% 73%** |
| **Met End of Year Expectations** | **53% 59%** | **50% 56%** | **58% 62%** | 47% **53%** |

**Blue = Mainstream National percentage for RWM attainment at the end of KS2 was 53% for 2015-2016**

**Attainment of Pupil Premium Pupils at the end of Key Stage 2016**

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| **End of KS2 (7 pupils)** | **43% achieved expected standard in RWM** |
| **End of KS1 (3 pupils)** | **67% achieved expected standard in RWM** |
| **Year 1 phonics (3 pupils)** | **33% achieved expected standard** |
| **EYFS (4 Pupils)** | **50% achieved GLD** |