

The Pupil Premium Income for 15/16 was £141,318.

No on roll: 355

No of pupils eligible for pupil premium:
97 (32 of these being SEN)

Our focus for the spending of the Pupil Premium Grant is enhancing pupil's core numeracy and literacy skills. Individual needs are identified through the provision map and appropriate interventions and resources (including staff) are targeted to these areas:

- Teaching assistant support in all year groups.
- Family Liaison Officer to work with our families requiring additional support.
- HLTAs to deliver individual Speech and Language programmes and social skills groups.
- Specialist teacher for small group support for maths, reading or writing to ensure children close the gap in learning to reach or exceed age appropriate levels
- Counselling with external specialists
- Part funded music lessons and access to extracurricular activities
- Resources to support individual needs
- Access to children's therapy services: Educational Psychology, Speech and language.

Teachers Salaries: £15844.65

TA Salaries: (inc FLO): £90639.70

Individual resources: £164.27

Professional Services – Educational: £16029.00

Peripatetic Music Lessons - £1200

Catering - £941.90

Residential Trips – £1003.00

Total spent = £125,822.52

Our pupil premium with SEN participate in a number of interventions for difficulties in reading, writing and number. Of these children we are pleased to report that over 90% achieve their expected exit point according to their individual entry point. Our internal and external assessment data suggests that we need to focus on transferring these skills into classrooms across the school.

Our Enrichment activities in Mathematics and Sport for Pupil Premium children evidence their success by achieving 'greater depth' in their end of KS2 assessments and bringing home an array of sporting medal and trophies throughout the year.

Item/Project	Objective	Outcome
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Specialist TA (Phonics)	To raise attainment in reading and address the need for early intervention.	The average increase in reading age per PP child receiving 1:1 or small group specialist phonics work was 14 months.
Project X Code training materials and Resources.	An intensive phonics/comprehension INTERVENTION program.	TA's enthusiastic and extending their knowledge in the phonic code, linking it to comprehension. Class teachers reported on children's heightened enthusiasm and engagement.
FirstClass@Numbers2 intervention delivery.	An intensive number INTERVENTION program.	TA's very committed and confident in modifying the programme to children's specific needs - delivering a well-structured intervention, on the basic rules of number. Using the Baseline assessment and Exit Assessment - 90% of children increased their number age by at least 9 months in 10 weeks.
Occupational therapy, BEAM and FIZZY programmes	To increase muscle strength, hand dexterity, body/spatial awareness and control.	95% of children in receipt of Gross motor and fine motor skills support showed an improvement in their performance, handwriting, physical sustainability and continued to achieve their targets set by either Medway Community Healthcare or the SEND department.
Music tuition	Research into the impact of music on learning. Inc. 2 LAC.	Providing opportunities to learn new skills and boost their self-esteem. Research suggests it a way for children with emotional difficulties to express themselves.
Cool Milk	Statutory Government Initiative	A very small number have taken up this offer.
WordShark & Number Shark	A repetitive spelling and counting package	This works extremely well for children difficult to engage in long intervention sessions – particularly boys. It combines the excitement of computer games with the serious task of learning to read and spell. Each child on this programme has been able to demonstrate successful retention of reading and spelling the first 100 High Frequency Words independently.
SEN resources	To ensure children are provided with the equipment they require to support them in the classroom.	Pencil grips, slope board, weighted lap cushions, weighted pens, spring loaded scissors...
Counselling	Family stress, bereavement, low self-esteem is dealt with sensitively by a LSS counsellor.	Of the children receiving counselling 90% of children fed back that their self-esteem was 60+% higher than when they began the sessions using the wellbeing questionnaire as a baseline and exit measure.
SALT	Highly specialist SALT enabling supporting adults to implement and track personalised programmes.	Providing SALT assessments and implementing programmes for specific children. 80% of children achieving their language targets with 20% of them being discharged from the therapy service. 90% of class teachers have informed the SENCO of children being able to use the strategies taught in order for them to access the curriculum at greater ease.
EP	Present at ISRs, carry's out VIG (Video Interactive Guidance), provides CPD and acts on referrals from SENCO, provided pre ISR advice in EP surgeries for teachers and TAs.	Extremely impactful in support children with more complex learning or emotional difficulties – 98% of parents are satisfied with this service if accessed and 100% of class teachers feel the involvement with particular children has supported and enhanced their learning and progress. A total of 3 EHCPs were acquired this academic year using the EP service to provide us with the collation of evidence.
Simon Millard	Mediator, counsellor, mentor	Excellent relationships are built with children experiencing emotional difficulties which are impacting on their behaviour and conduct within school – consequently their performance and progress. 100% parents report that their child has thrived on these sessions through boosting their self-esteem and giving them a forum to vent their anxieties to an impartial person. All class teachers report a more positive outlook and attitude during a child's therapeutic journey with Simon.
Residential	To increase the self-esteem and confidence of individuals who would other have the opportunity to do so.	
Diane Boreham	FLO	To have a key person to liaise between parents and the school and to be a point of contact and support for parents and children if they have any concerns, issues, worries or feedback they wish to raise or discuss. We have very successful multi-agency CAFs, excellent links

		with the Sure Start Centre, close working with the AAP – all impactful upon our attendance and parent view statistics.
Social communication skills and nurture groups	To raise self-esteem and confidence – often a barrier to learning.	The majority of children are forging better relationships in school, their self-esteem heightened and emotions under more control making them more emotionally ready to learn and retain information. Some require on-going support during un-structured time to support them in learning appropriate behaviour boundaries and the skills to deal with conflict.
TA interventions	Precision teaching, typing club, dyslexia strategies, speech and language programmes, sensory support, fine and gross motor groups, toe by toe, spelling, technical reading support, inferential reading support etc (see appendix 1)	Intervention either 1:1 or small groups.
TA	1:1 support with a child with moderate learning and social emotional and mental health difficulties. PM ONLY.	A child unable to enter the classroom is now engaging in lessons and showing good progress from his starting point. Child is socialising with friends during unstructured time and is beginning to manage their emotions effectively in order to articulate their feelings verbally rather than physically. A superb achievement.
Rebecca Hook	HLTA	Provides PPA cover, delivers QFT to children in lower school to reduce class sizes to allow all children inc PPG children more teacher focus time. Releases class teachers for additional training/CPD. Identify children to the SEND department using the correct referral gateway. Delivers speech and language programmes effectively – 100% of the caseload being successful in reaching their targets. Delivers precision teaching, misconception surgeries, visual sequential/memory support. An extremely successful, pro-active member of the staffing team with a great deal of impact upon the children in LKS2.
Cookie Club	To boost children who benefit from learning on a 1:1 basis and find strategies to assist in their learning and retention of the basic tools to make expected progress in their End of KS2 assessments.	An additional Over 50% of PP children in year 6 receipt of cookie club achieved their target result at an accelerated rate according to their starting point.
Additional Teacher	1:1 teacher for children in mathematical barriers preventing progress.	All children progressed by at least 9 months in the Sandwell assessment and teachers reported at least 50% more output in class lessons.
Dyscalculia & Dyslexia Assessment	External assessment.	These assessments have contributed in securing the child a placement in a secondary school with specialist provision catering for child's needs and additional support for a year 4 child.
Additional swimming lessons	Additional lessons for children with mobility difficulties and disabilities.	Children are more able to sit and focus for longer periods of time due the increase in the dexterity in their joints on a more regular basis.
Sound and language link subscription	To assess children who are experiencing difficulties with speech or language processing and expressing.	Enable SENCO to accurately refer those to SALT in need of a specialist programme.
G&T enrichment projects (literacy, swimming, maths)	Additional internal and external opportunities for a range of gifts and talents.	95% of GT exceeding their year group curriculum Age Related Expectations.
SENCo Training	To continue to ensure knowledge of the continuing changes to the SEND policy and COP are strategically implemented	Enabling Inclusion Manager to best understand the use of specialist provision and effective use of pupil's premium to address SEN and underachievement.

	using the LA and consortium guidelines and advice.	
Administrator to SENCO	Able to maintain SEN, CP and PP records effectively. Manages secondary transfer information, analyses audits and surveys to ensure the day to day running of the SEN, PPG funding distribution and assessment department is highly effective.	

KS2 Average Scaled Score Analysis by Context

Group	Reading	Mathematics	GPVS
Cohort	101.49	101.41	102.60
Boys	100.59	101.75	100.69
Girls	102.10	101.18	103.94
Pupil Premium	98.40	97.96	100.07
Non Pupil Premium	102.78	102.89	103.73
EAL	101.33	104.33	105.50
Non-EAL	101.51	101.20	102.38
SEN	91.27	92.92	91.31
Non-SEN	103.01	102.91	104.58
FSM	96.90	97.00	99.91
Non-FSM	102.11	102.05	102.99
Autumn Born	101.43	101.48	102.42
Spring Born	102.15	100.94	103.39
Summer Born	100.59	102.00	101.70

KS2 Pupil groups performance 2016

	Pupils	Actual results		Pupil progress		
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	
Summary	All Pupils	88	101.4	43%	-1.2	-10%
Gender	Male	37	101.0	32%	-1.3	-15%
	Female	51	101.7	51%	-1.1	-7%
Prior Attainment	Higher attainers	24	108.2	96%	-0.5	+7%
	Middle attainers	37	102.1	41%	-0.9	-17%
	Lower attainers	26	94.5	0%	-2.2	-17%
Pupil Premium	FSM (in last 6 years)	26	98.2	27%	-2.5	-14%
	Not FSM (in last 6 years)	62	102.7	50%	-0.6	-9%
FSM	FSM	12	97.3	25%	-2.3	-13%
	Not FSM	76	102.1	46%	-1.0	-10%
FSM Ever	FSM (ever)	26	98.2	27%	-2.5	-14%
	Not FSM (ever)	62	102.7	50%	-0.6	-9%