**Woodlands Primary School Pupil Premium 2015-16**

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| **Pupils on roll** | |
| Total Pupils on roll | 297 |

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| **Pupil Premium Grant (PPG) received for disadvantaged children** | |
| Number of pupils eligible for PPG | 63 (21%) |
| Amount received for Ever 6 FSM (58 pupils) | £1320 |
| Amount received for LAC (2 pupils) | £1900 |
| Amount received for Service children (3 pupils) | £300 |
| Total PPG received | £81,260 |

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| **Overall Focus** |
| 1. Our primary aim is to increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths. 2. To narrow the gap in progress and attainment between our Pupil Premium children and their peers. 3. To enable the children, who are in receipt of Pupil Premium, are provided with a broad and balanced experience at the school. |

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| **Contingency fund** | **£6,493** |
| Funds have been allocated to a ‘contingency budget’ to allow for additional spending throughout the year. This will enable us to have immediate impact and cater effectively for needs of our pupil premium children.  The additional spending may take the form of support, additional resources or additional staffing costs. | |

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| **Proposed Spending of PPG for the financial year (beginning April 2015)** | | | | |
| **Year**  **Group** | **Item** | **Budget** | **Objective** | **Desired outcome** |
| Year 1/2 | Develop skills in maths and English through targeted 1:1 support and small group intervention | £4086 | Small group support to extend skills in phonics, reading, writing and maths | Increase attainment |
| Year 3/4 | Develop skills in reading through targeted 1:1 support and small group intervention | £7460 | Support on a 1:1 basis and as part of a small groups, to provide pupils with the opportunity to:  - Improve reading,  - Increase confidence  - inspire a lifelong love of learning | Improved attainment to narrow the gap  Increased confidence and better attitudes towards school |
| KS2 | Develop skills in maths and English through targeted 1:1 support and small group intervention | £12268 | Develop skills in maths and English through targeted 1:1 support and small group intervention | Increased attainment and progress in English, reading and Maths at KS2 |
| Whole School | Home School Link Worker | £13430 | To nurture and guide pupil premium children, having stronger links with home and school. Providing a positive ethos to enable children to access reading, writing and maths to a greater level. | Allow children to have a better platform to start from, allowing better development academically and holistically. |
| Whole school | Nurture / Play worker | £4594 | To provide opportunities for children to gain confidence in the holistic nature of school life.  To provide a provision for children when on the playground. | Produce well-round individuals who have greater self-confidence and ability to access all areas of school life. |
| Whole School | Breakfast club provision | £1756 | To provide an opportunity for children to start school with a positive mind-set and ready to learn, enjoy and grow together. | Increased attitudes towards school life. Opportunity to begin curricular activities |
| Whole school | Simply Gifted and Talented Challenge events | £375 | To raise the attainment of pupils who are more able. To provide challenging opportunities to stretch all abilities. | Increased levels of attainment from pupils |
| Whole School | 1:1 Music lessons with specialist teacher | 2,000 | Weekly music lessons to broaden the experiences of all pupils, regardless of their background. | Ensure that pupils are able to take part in high quality music lessons |
| Whole School | Release time for SENCO x 1 day per week | £3500 | Time for SENCO to monitor Pupil Premium and SEND pupils. Offer training to staff to support delivery of high quality intervention | Increased knowledge of pupil premium children and their progress, leading to better / quicker intervention to ‘narrow the gap’. |
| Whole school | New building | £10,000 | To offer opportunities for break out groups, offering high quality interventions and areas to develop needs | Better targeted support for pupils of various needs – stretch more able / support less able. |
| Whole School | All trips subsidised | £1000 | To extend pupils understanding of cultural aspects and curriculum links | Increased self-confidence  Greater awareness of the world around them culturally. |
| Yr 2-6 | 1st Class maths  Project X code | £2500 | To provide pupils with the opportunity to:  -Improve reading and maths ability  -Increase ability to access the curriculum | Improved attainment and ability to hit A.R.E |
| Yr 1-6 | Sports coach for extra-curricular activities | £7000  Part funded | To facilitate the teaching of high-quality P.E, providing extra-curricular activities at lunch and after school | Greater enjoyment of the curriculum. Greater opportunities to access extra-curricular activities. |
| Year 6 | Elan Valley | £3000 | Extending experiences and building confidence. Children offered residential places at an Outdoor Ed Centre. | Increased self-confidence. Greater independence  Better teamwork/collaborative skills |
| Whole school | Monitoring time x 6 half days per year | £1000 | Time to observe effectiveness of PPG spend | Observe and track pupils |
| Whole school | Forest school | £798 | To develop curriculum engagement | Enrich pupils across KS1/2 |

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| **TOTAL PPG Received** | £81,260 |
| **TOTAL PPG Spent** | £74,767 |
| **PPG Contingency** | £6,493 |

April 2016:

Disadvantaged pupils made good progress and gaps in attainment between these pupils and others in the school and nationally have narrowed significantly. Standards achieved by disadvantaged pupils are now within a term of others in school, and nationally, in reading, writing and mathematics. Throughout the school, the proportions of disadvantaged pupils now working at the levels expected for their ages are similar to others.

Ofsted 2015 commented:

‘Good use of the pupil premium has helped close gaps in attainment between disadvantaged pupils and other pupils nationally. Qualifying pupils receive small-group or one-to-one support to help them catch up. They are fully included in all school events and visits, and this helps to encourage positive attitudes.’