

Alford Primary School Rationale for Pupil Premium

Aim: Pupil Premium children will reach the same levels or make the same progress in Reading, Writing, Spelling, Punctuation and Grammar and Maths as non-PP children nationally.

Actions

- Increase engagement of parents in EYFS and KS1 measured by attendance at reading sessions and by completion of reading records and online participation with tapestry;
- Additional reading support across the school to enhance home reading support and so securing good attainment and progress (measured by improvement in reading comprehension scores (NGRT) / Salford Reading Ages / Phonics screen / Phonics Tracker and non-statutory testing);
- Targeted support for all PP children to address areas of need in reading, writing, SPAG and maths, in order to ensure these children make similar progress to their peers / non-PP children nationally (measured by testing and teacher assessment);
- Good and outstanding teaching by teachers and teaching assistants ensures that attainment of PP children is raised, leading to any national gap with non-PP children closing (measured by EYFS, Yr 2 and Yr 6 data; lesson observations / work scrutiny);
- Good progress in speaking and listening skills in EYFS as a result of additional support (measured by Welcom data);
- Broadening experiences of children by funding key residential trips out of school for PP children;
- Raising aspiration for children by presenting aspirational role models in assemblies and also by a school ethos of having the highest expectation of children when completing their work and in the way they conduct themselves both in and out of school.
- Ensure marking is smart and focuses on moving children's learning forward. The PSHE curriculum for all children promotes responsibility for their lives, and for the older children, promotes ambition for life choices;
- Targeted children are provided with breakfast to ensure attendance is good and concentration in lessons improves - data from Learning Mentor as well as attendance data.

Pupil Premium Spending and Impact (September 2015 - August 2016) Funding available: Pupil Premium for FSM and Ever 6 and LA and Service £186,062 and carry forward of £55,841.96 totalling £ 241,903.96.

Strategy	Cost	Evaluation (How we check things are working).	Impact																																																								
<p>- SEND SUPPORT (29% of PP children are also SEND: funding reflects this. The SENDCo makes sure that PP children who are also SEND are correctly identified and enhanced provision is put in place to secure positive outcomes. This amount also reflects work carried out by the Specialist Psychology Service used to assess Children's specific barriers to learning. Reports are used by Class Teachers to target individual learning needs.</p> <p>- Assessment of Specific Barriers to Learning</p>	<p>£10,802</p>	<p>- <i>Clear criteria for SEN identification and detailed provision mapping for PP SEN pupils.</i></p> <p>- <i>Progress of PP children who are SEN</i></p> <p><i>Provision is in place to overcome specific barriers to learners.</i></p>	<p>- Discussions between staff and parents and clear information on the website means that parents are certain of measures used to establish if children are SEN. Detail provision mapping shows exactly what each child receives in terms of additional support and also measures the impact of the support by way of the progress made by the child.</p> <table border="1" data-bbox="958 584 2110 893"> <thead> <tr> <th data-bbox="958 584 1223 660">July 2016</th> <th colspan="3" data-bbox="1223 584 1666 624">Expected Progress</th> <th colspan="3" data-bbox="1666 584 2110 624">Better Than Expected Progress</th> </tr> <tr> <th data-bbox="958 624 1223 660"></th> <th data-bbox="1223 624 1370 660">R</th> <th data-bbox="1370 624 1518 660">W</th> <th data-bbox="1518 624 1666 660">M</th> <th data-bbox="1666 624 1814 660">R</th> <th data-bbox="1814 624 1962 660">W</th> <th data-bbox="1962 624 2110 660">M</th> </tr> </thead> <tbody> <tr> <td data-bbox="958 660 1223 700">Year 1 (7 children)</td> <td data-bbox="1223 660 1370 700">100%</td> <td data-bbox="1370 660 1518 700">100%</td> <td data-bbox="1518 660 1666 700">100%</td> <td data-bbox="1666 660 1814 700">14%</td> <td data-bbox="1814 660 1962 700">0%</td> <td data-bbox="1962 660 2110 700">28%</td> </tr> <tr> <td data-bbox="958 700 1223 740">Year 2 (3 children)</td> <td data-bbox="1223 700 1370 740">100%</td> <td data-bbox="1370 700 1518 740">100%</td> <td data-bbox="1518 700 1666 740">100%</td> <td data-bbox="1666 700 1814 740">0%</td> <td data-bbox="1814 700 1962 740">0%</td> <td data-bbox="1962 700 2110 740">0%</td> </tr> <tr> <td data-bbox="958 740 1223 780">Year 3 (6 children)</td> <td data-bbox="1223 740 1370 780">83%</td> <td data-bbox="1370 740 1518 780">100%</td> <td data-bbox="1518 740 1666 780">66%</td> <td data-bbox="1666 740 1814 780">17%</td> <td data-bbox="1814 740 1962 780">17%</td> <td data-bbox="1962 740 2110 780">17%</td> </tr> <tr> <td data-bbox="958 780 1223 820">Year 4 (5 children)</td> <td data-bbox="1223 780 1370 820">100%</td> <td data-bbox="1370 780 1518 820">100%</td> <td data-bbox="1518 780 1666 820">80%</td> <td data-bbox="1666 780 1814 820">40%</td> <td data-bbox="1814 780 1962 820">40%</td> <td data-bbox="1962 780 2110 820">60%</td> </tr> <tr> <td data-bbox="958 820 1223 860">Year 5 (7 children)</td> <td data-bbox="1223 820 1370 860">100%</td> <td data-bbox="1370 820 1518 860">86%</td> <td data-bbox="1518 820 1666 860">100%</td> <td data-bbox="1666 820 1814 860">43%</td> <td data-bbox="1814 820 1962 860">43%</td> <td data-bbox="1962 820 2110 860">71%</td> </tr> <tr> <td data-bbox="958 860 1223 893">Year 6 (8 children)</td> <td data-bbox="1223 860 1370 893">100%</td> <td data-bbox="1370 860 1518 893">100%</td> <td data-bbox="1518 860 1666 893">100%</td> <td data-bbox="1666 860 1814 893">88%</td> <td data-bbox="1814 860 1962 893">38%</td> <td data-bbox="1962 860 2110 893">0%</td> </tr> </tbody> </table> <p>A vast majority of PP children with SEND make expected progress: 14 children out of 36 children (39%) made better than expected progress in reading; 9 in writing (25%) and 11 in maths (31%).</p> <p>Number of PP who received a STAPS report and then provision to meet this need: 24</p>	July 2016	Expected Progress			Better Than Expected Progress				R	W	M	R	W	M	Year 1 (7 children)	100%	100%	100%	14%	0%	28%	Year 2 (3 children)	100%	100%	100%	0%	0%	0%	Year 3 (6 children)	83%	100%	66%	17%	17%	17%	Year 4 (5 children)	100%	100%	80%	40%	40%	60%	Year 5 (7 children)	100%	86%	100%	43%	43%	71%	Year 6 (8 children)	100%	100%	100%	88%	38%	0%
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<p>- <u>Improve Feedback</u> Pupil Premium children received three learning conferences a year so that they can discuss their learning targets in reading, writing and maths with their teacher and discuss areas they find difficult and ways in which they may be helped.</p>	<p>£7,000</p>	<p>- <i>Learning Plans, outcomes and feedback from children.</i> <i>Children's work over time in books and progress made.</i></p>	<p>- Feedback from pupils during lesson observations and pupil discussion time shows that the children are clear about what they are doing well and in most cases can talk confidently about their next steps for learning (confirmed by External Judgements: EA, HMI and OFSTED).</p> <ul style="list-style-type: none"> • <u>% of DPP and Non-PP children making Expected and Better Than Expected progress from the previous year (EYFS in Years 1 and 2):</u> <table border="1" data-bbox="936 316 2123 657"> <thead> <tr> <th rowspan="2">July 2016</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>E</th> <th>BTE</th> <th>E</th> <th>BTE</th> <th>E</th> <th>BTE</th> </tr> </thead> <tbody> <tr> <td>Yr 1 (24)</td> <td>100%</td> <td>100%</td> <td>4%</td> <td>14%</td> <td>96%</td> <td>92%</td> <td>0%</td> <td>8%</td> <td>100%</td> <td>100%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Yr 2 (13)</td> <td>92%</td> <td>97%</td> <td>15%</td> <td>24%</td> <td>92%</td> <td>100%</td> <td>8%</td> <td>19%</td> <td>100%</td> <td>95%</td> <td>46%</td> <td>30%</td> </tr> <tr> <td>Yr 3 (26)</td> <td>85%</td> <td>96%</td> <td>19%</td> <td>11%</td> <td>100%</td> <td>89%</td> <td>27%</td> <td>19%</td> <td>85%</td> <td>89%</td> <td>23%</td> <td>11%</td> </tr> <tr> <td>Yr 4 (15)</td> <td>93%</td> <td>100%</td> <td>40%</td> <td>25%</td> <td>100%</td> <td>100%</td> <td>27%</td> <td>18%</td> <td>93%</td> <td>100%</td> <td>40%</td> <td>29%</td> </tr> <tr> <td>Yr 5 (23)</td> <td>96%</td> <td>100%</td> <td>43%</td> <td>30%</td> <td>96%</td> <td>100%</td> <td>43%</td> <td>17%</td> <td>100%</td> <td>100%</td> <td>35%</td> <td>35%</td> </tr> <tr> <td>Yr 6 (22)</td> <td>100%</td> <td>100%</td> <td>64%</td> <td>26%</td> <td>100%</td> <td>91%</td> <td>27%</td> <td>30%</td> <td>95%</td> <td>96%</td> <td>23%</td> <td>17%</td> </tr> <tr> <td>TA Results</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>For expected progress in reading, gaps between DPP and non DPP were single figure or non-existent apart from in Yr 3. For expected progress in writing, PP pupils outperformed non DPP pupils in all year groups except Yr 2. For expected progress in maths, PP pupils outperformed non DPP in all year groups except for 3 and 4 where there was a single figure gap. For better than expected progress, it is pleasing to note than in KS2 all DPP pupils out performed non DPP pupils in reading, writing and maths (except in Yr 5 for maths where the gap was - 4%).</p> <p>The Deputy Head worked with 6 DPP pupils throughout the year who were targeted to achieve greater depth in reading. All achieved greater depth (110). These figures compare well to the non DPP more able group. The group made 8.4 points progress from KS1 compared to 4.9 points progress achieved by a group of non DPP pupils with similar starting points.</p> <p>Spelling: Year 6 PP Spelling group made an average of 26 months progress in 12 months; the Year 5 PP Spelling group made an average of 22 months progress. Mental Maths, Arithmetic & Reasoning: The targeted Year 6 PP Mental Maths group made an average 29 points progress in the progress tests between July 2015 and July 2016 (15 is average); the Year 5 group made an average of 24 points progress. Year 6 SATs Booster Group (12DPP for Maths, Reading and SPaG): 10/12 achieved the standard in Reading and SPaG and 11/12 achieved the standard in Maths (LS).</p>	July 2016	Reading		Writing		Maths		E	BTE	E	BTE	E	BTE	Yr 1 (24)	100%	100%	4%	14%	96%	92%	0%	8%	100%	100%	17%	17%	Yr 2 (13)	92%	97%	15%	24%	92%	100%	8%	19%	100%	95%	46%	30%	Yr 3 (26)	85%	96%	19%	11%	100%	89%	27%	19%	85%	89%	23%	11%	Yr 4 (15)	93%	100%	40%	25%	100%	100%	27%	18%	93%	100%	40%	29%	Yr 5 (23)	96%	100%	43%	30%	96%	100%	43%	17%	100%	100%	35%	35%	Yr 6 (22)	100%	100%	64%	26%	100%	91%	27%	30%	95%	96%	23%	17%	TA Results												
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<p>- Deputy Head to secure significant improvements in spelling scores, mental maths and arithmetic scores and boosting to ensure children meet expectation in end of year tests. In addition, DHT released eight class teachers for 3 learning conferences with PP children</p>	<p>£19,717</p>	<p><i>Spelling progress</i> <i>Progress test measure</i> <i>End of year testing</i></p>																																																																																																									

- TA Support (40% TA support is costed to PP) which allows for an increase in additional support given across literacy and numeracy in specific areas such as mental maths, phonics skills, spelling, reading, writing and maths.

£86,778.49

Outcomes for pupil premium pupils at key points in school EYFS, (Yr 2 and Yr 6).

EYFS

In 2015, children entered EYFS with attainment below age related expectations in all areas except Physical Development. On leaving EYFS, 77% achieved a good level of development above the national average of 69%. Most children make typical or better progress.

The gap between DPP and non DPP GLD score has narrowed over the last 3 years (40% to 26% to 21%). Closing this gap further will be a continuing focus for improvement especially in the areas of reading and writing.

Yr 2 (Progress from EYFS)

For expected progress, there was a 5% gap in reading and an 8% gap in writing in favour of non-DPP, but in maths there was a 5% gap in favour of DPP pupils.

For better than expected progress, there was a 9% gap in reading and an 11% gap in writing in favour of non-DPP, but in maths there was a 19% gap in favour of DPP.

Yr 6 Progress:2016

	All	DPP	Non-DPP	In-school Gap
Reading	0.73	0.43	1.10	-0.67
Writing	0.85	1.44	0.29	+1.15
Maths	0.02	1.00	-0.81	+1.81
R, W, M	0.53	0.96	0.19	+0.77

The in-school gap data for Pupil premium pupils is positive overall, showing effective intervention and support for our disadvantaged pupils: DPP out-performed Non-DPP for progress in all areas, apart from Reading, where there was only a small gap.

<p>Chatter Matters in EYFS Speech and Language support and Vocabulary Work in KS1.</p>	<p>TA cost as above</p>	<p><i>Speech and Language progress data in EYFS and Yr 1/2</i></p>	<p>Welcomm assessments are used alongside the EYFS Baseline to establish starting points in Communication, Speech and Language and to then identify barriers and design intervention.</p> <p>For listening and attention, 9/18 DPP EYFS pupils entered in line with on entry expectation and on leaving EYFS, 15/18 children met end of year expectations, with 100% of children making typical progress. 5/18 children made better than typical progress in this area.</p> <p>For understanding, 9/18 DPP EYFS pupils entered in line with on entry expectation and on leaving EYFS, 14/18 children met end of year expectation with 100% of children making typical progress. 5/18 children made better than typical progress in this area.</p> <p>For speaking, 11/18 EYFS pupils entered below expectation and on leaving EYFS, 16/18 children met end of year expectation with 100% of children making typical progress. 4/18 children made better than typical progress in this area.</p>
<p>- Differentiated MM Counting Stick activities and tutorials.</p>	<p>TA cost as above</p>	<p><i>Mental Maths Progress Data</i></p>	<p>September 2015 - July 2016: YR 6: Scores show that the attainment gap for DPP and non DPP pupils in mental maths scores narrowed during the year by 13% in Yr 6 with a final gap of just - 4%. YR 5: At the beginning of the year, 58% of Yr 5 DPP pupils attained the expected mark for mental maths, by July 73% attained expected levels: a -6% gap between DPP and non DPP. YR 4: The gap has narrowed by 18% for this group of DPP pupils since Yr 3. YR 3: At the beginning of the year, 28% of Yr 3 DPP pupils attained the expected mark for mental maths, by July 81% attained expected levels: a -6% gap between DPP and non DPP. In 6 months, for a group of 11 Yr 3 children who completed the Numbers Count intervention there was an average increase of 12.5 months as measured by the SANDWELL maths assessment.</p>
<p>Numbers count Maths assessment</p>	<p>£950 £177.73</p>		
<p>- Differentiated Spelling support and phonics provision: 1 to 1 support is given to children with severe difficulties with phonics.</p>	<p>TA cost as above</p>	<p><i>Spelling Data</i></p>	<p>Spelling Outcomes: Following CPD, discreet teaching and rigorous monitoring, Year 6 average spelling score increased from 11.2 / 20 in 2013 to 15.4 / 20 in 2015 and despite increased challenge for 2016 the average spelling score was 14.3. For DPP children it rose from 8.1 to 13.6, thus narrowing the gap from -3.9 to -2.9 and in 2016 this narrowed further to -1.3.</p>

	June 15	June 16
Year 2 (14 13)	50%	54%
Year 3 (22 24)	64%	71%
Year 4 (14 14)	43%	57%
Year 5 (21 25)	62%	72%
Year 6 (23 24)	57%	75%

EYFS Phonics

14/18 DPP children achieved expected or above in phonics. Of the 4 children who did not meet expectation, 3 were on the SEND register. All children made good progress from their starting points. This information is held in the EYFS phonics tracker.

Y1 phonics (2016)

There was a narrowing of the gap between all pupils and Pupil Premium pupils. In June 2016 it was -12% which is a dramatic improvement on the previous year's gap of 25%. 71% of DPP achieved the required standard in the screen.

Yr 2 Phonics (2016)

100% achieved the standard at Y2 (10 pupils, 6 of whom receive Pupil Premium funding).

- Reading support for PP children who have difficulties with phonic decoding and reading accuracy and fluency (1:1 reading with additional TAs in the afternoons).

Included in TA funding.

£100

Improvement in Reading Ages

July 2016

Yr 1: 18 targeted PP children received additional reading 3 times a week and on average made 27 months progress (range 5 months to 50 months) over a 10 month period.

Yr 2: 12 targeted PP children received additional reading 3 times a week and on average made 14 months progress over an 8 month period.

Daily Reading Comprehension Practice:

Yr 3/4: 2 Yr 4 PP children have been targeted with a Phase 5 phonic intervention as well as Read, Write Inc reading activities, in order to support their weak phonics skills and so boost their reading. Both pupils made progress in their phonic understanding as measured on the school's phonics tracker and in addition, one children improved his reading age by 12 months and one 6 months in a 4 month period.

Other children benefited from 3 additional small group reading comprehension sessions per week. Impact as follows.

Year 4: 7 pupils- 8 months progress on average in a 4 month period.

Year 3: 16 pupils- 14 months on average in a 3 month period.

PP children accessed Football Club (check figure!)

<p>- PP children attended Easter Football Club</p> <p>- Staffing for Walking Bus and Breakfast</p> <p>Cost of breakfasts</p>	<p>£3,410</p> <p>£2,187.50</p>	<p><i>Attendance at Easter Football Club</i></p> <p><i>Walking Bus Register;</i></p> <p><i>Breakfast Club Register</i></p>	<p>On average, 15 DPP pupils attend Breakfast Club each day. These pupils have breakfast either fully funded or part funded.</p>
<p>- The Learning Mentor supports children with emotional and behavioural difficulties; she also delivers breakfast club, nurture support at lunch time and during playtimes, as well as support to individual children during lessons; after school support is given to parents of these children.</p>	<p>£18,942</p>	<p>LM's TT shows number of children with behavioural and emotional difficulties who are supported with emotional and behavioural issues;</p> <p>Emotional Literacy Assessment & Intervention has been used to measure progress.</p> <p><u>Weekly attendance figures</u></p>	<p>Yr 1: Child A: improved in 3 out of the 5 areas.</p> <p>Yr 1: Child B: improved in all areas.</p> <p>Yr 3: Child A: improved in all 5 areas.</p> <p>Yr 4: Child A: no improvements made despite support though clear improvements academically.</p> <p>Yr 4: Child B: improvements in all 5 areas.</p> <p>Yr 5: Child A: significant improvements in all 5 areas.</p> <p>Yr 5: Child B: significant improvements in all 5 areas.</p> <p>Yr 5: Child C: significant improvements in all 5 areas</p> <p><i>Emotional Literacy Assessment and Intervention covers the areas of self-awareness, self-regulation, motivation, empathy and social skills.</i></p> <p><i>Of the 20 pupils whose attendance was monitored closely by the Learning Mentor, all improved and from very low starting points were securely above 90%, many at 95%</i></p> <p><i>Attendance is monitored scrupulously to prevent children falling below persistent absence levels. Phone calls are made and parents supported to get children into school if issues other than illness are the reason for absence. Rewards and incentives were given to individuals and class certificates awarded in assembly for 100% attendance. Classes with the most improved attendance during each</i></p>

<p>Focussed support for children with attendance issues.</p> <p>LAC/Post LAC TA support</p>	<p>£12,377.97</p>		<p><i>half term were rewarded with a cooked breakfast. Attendance figure for 2015-2016 was 96% for all pupils and 95% for DPP pupils.</i></p> <p><i>Full time and part-time support given to 5 identified LAC children for medical and emotional and behaviour support, academic support through general classroom support, specific interventions, instrumental tuition, funded residential trips, music and drama out of school activities, funded residential trips and specific resources.</i></p> <p>Attainment and Progress of Looked After Children</p> <table border="1"> <thead> <tr> <th></th> <th>R Att</th> <th>R Progress</th> <th>W Att</th> <th>W Progress</th> <th>M Att</th> <th>M Progress</th> </tr> </thead> <tbody> <tr> <td>Child 1 Yr 1</td> <td>W</td> <td>expected</td> <td>W</td> <td>expected</td> <td>W+</td> <td>expected</td> </tr> <tr> <td>Child 2 Yr 3</td> <td>3M</td> <td>expected</td> <td>3E</td> <td>expected</td> <td>3E+</td> <td>Less than expected</td> </tr> <tr> <td>Child 3 Yr 3</td> <td>3E+</td> <td>expected</td> <td>3W+</td> <td>expected</td> <td>3W+</td> <td>expected</td> </tr> <tr> <td>Child 4 Yr 4</td> <td>4E</td> <td>expected</td> <td>4W</td> <td>expected</td> <td>4 E</td> <td>better than expected</td> </tr> <tr> <td>Child 5 Yr 5</td> <td>5W+</td> <td>better than expected</td> <td>4E+</td> <td>Better than expected</td> <td>5E</td> <td>expected</td> </tr> <tr> <td>Child 6 Yr 5</td> <td>5E+</td> <td>better than expected</td> <td>5E</td> <td>expected</td> <td>5GD (greater depth)</td> <td>expected</td> </tr> </tbody> </table>		R Att	R Progress	W Att	W Progress	M Att	M Progress	Child 1 Yr 1	W	expected	W	expected	W+	expected	Child 2 Yr 3	3M	expected	3E	expected	3E+	Less than expected	Child 3 Yr 3	3E+	expected	3W+	expected	3W+	expected	Child 4 Yr 4	4E	expected	4W	expected	4 E	better than expected	Child 5 Yr 5	5W+	better than expected	4E+	Better than expected	5E	expected	Child 6 Yr 5	5E+	better than expected	5E	expected	5GD (greater depth)	expected
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Child 6 Yr 5	5E+	better than expected	5E	expected	5GD (greater depth)	expected																																														
<p>- Parent Support for Families</p>	<p>£1,757.25</p>	<p><i>PSA's log of family support</i></p>	<p>During the 2015/16 academic year, approximately 30 families have received support either through the TAC support system or via support in the home from Jo Bowen, a Parent Support Advisor from CfBT Educational Trust. Jo has had success in supporting parents with managing children's behaviour and establishing routines in the home. She has also used her skills and knowledge to help parents develop a range of life skills, including financial management, and has supported parents in completing adult learning programmes.</p>																																																	
<p>- Emotional Support via Jigsaw Counselling: children targeted for this support have had significant emotional distress, which is having an impact on their ability to access their learning.</p>	<p>£1800 10 places</p>	<p><i>Observations and outcomes for these children</i></p>	<p>2016: Ten children have received counselling support and feedback from parents / carers and children has been positive about the impact; E = Expected Progress; BTE = Better Than Expected Progress; L = Less than Expected</p> <p>Child 1 (Yr3): R-E, W-E, M-E; Child 3 (Yr 3) SEND: R-BTE, W-E, M-L Child 5 (Yr 4):R-E, W-BTE, M-BTE; Child 7 (Yr 5): R-BTE, W-BTE, M-E; Child 9 (Yr 5): R-BTE, W-E, M-G</p> <p>Child 2 (Yr 3): R- E, W-E, M-E; Child 4 (Yr 3- SEND): R-E, W-L, M-E; Child 6 (Yr 4): R-E, W-E, M-BTE; Child 8 (Yr 5): R-BTE, W-E, M-E; Child 10 (Yr 5): R-E, W-E, M-E</p>																																																	

- Enriched Provision (out of school visits)	£2,801.19	Feedback to Governor	This ensured that no DPP child was prevented from attending the London residential trip because of inability to pay.
Total Income			£186,062
Carry Forward from 14/15			£55,841.96
Total Pupil Premium Expenditure			£173,110.79
C/F			£67,705.86