

Pupil Premium

Overview of this year

The use of spending has included pupils enrichment evenings and overnight stays to facilitate independence, visual impairment resources and equipment, sensory strategies, staff training and dyslexia provision.

Pupil Premium has been overseen this academic year by Michael Benton, in which time he has improved involvement and communication with staff teams and engaged parents in the process of identifying need and use of the allocated funds. Spending has been more creative and focused on individuals than in previous years and evidence collected has been in the form of detailed case studies as well as progress data.

Current pupils eligible for Pupil Premium

Reason for Grant	Amount allocated	Number of pupils
Children of Service personnel/Service pensioners	£300	1
Primary age eligible for free school meals during the last 6 years	£1320	5
Years 7-11 for free school meals during the last 6 years	£935	1
Adopted	£1900	2

- 9 pupils eligible for Pupil Premium
- Total allocated money: £11,635.00

Allocation of Grant

Activity	Intended outcomes	Number of pupils
Access to enrichment activities and overnight stays on the living area	To improve pupil's independence, self-care and self-esteem; to provide respite care	2
iPod & iTunes account	To provide immediate access to a calming strategy for a pupil with anxiety and some challenging behaviour	1
HumanWare Communicator app for iPad	Provide VI pupil with access to email, documents, communication tools	1
Dark den sensory tent	To provide a 'stimulation-free' space for a pupil with significant sensory needs	1
VI book loan service	To provide VI pupil with access to library books through a specialist service	1

Moving forward to next academic year

It is expected that Michael Benton will continue to oversee Pupil Premium with a view to developing and improving pupil voice; he will also conduct visits to other schools to

investigate use of spending and reporting of pupil premium and establish an external moderation link specific to this.

In year progress

English									Maths								
Speaking & Listening			Reading			Writing			Using & Applying			Numeracy			Shape, Space & Measure		
N	OM	OG	N	OM	OG	N	OM	OG	N	OM	OG	N	OM	OG	N	OM	OG
1	4	4	1	3	5	0	6	3	2	1	3	3	3	3	3	5	0

- OM = On track to make 'Median' progress this academic year
- OG = On track to make 'Good' progress this academic year
- N = Not on track to make 'Good' or better progress this academic year

Analysis of data

In comparison to pupils not eligible for pupil premium:

- Overall progress in maths is consistently higher for pupils eligible for pupil premium and that there are only 7% of pupil premium pupils not on track to make expected or better progress.
- Overall progress in English shows 15% less pupils on track to make expected progress but 17% more than non-eligible pupils are on track to make better than expected progress

However a general trend is that progress shows to be better across English strands compared to Maths, this trend has been addressed within the main progress report and whilst it is reflected within the pupil progress trend, this is not necessarily due to pupil premium eligibility.

Comparing pupils eligible against those not eligible has been summarised by % rather than by pupil numbers:

	Pupil Premium pupils			Non-eligible pupils			Difference		
	N	OM	OG	N	OM	OG	N	OM	OG
Speaking & Listening	14%	43%	43%	13%	41%	46%	+1%	+2%	-3%
Reading	11%	33%	56%	8%	60%	31%	+3%	-27%	+25%
Writing	0%	57%	43%	13%	72%	15%	-13%	-15%	+28%
English overall	7%	44%	48%	12%	57%	31%	-5%	-13%	+17%
Using & Applying	33%	17%	50%	44%	38%	18%	-11%	-21%	+32%
Numeracy	33%	33%	33%	33%	33%	33%	=	=	=
Shape, space & measure	38%	63%	0%	63%	31%	6%	-25%	+32%	-6%
Maths overall	35%	39%	26%	47%	34%	19%	-12%	+20%	+7%

The impact of pupil specific activities or equipment has contributed positively, in one case making consistently better than expected progress in all English strands and in 2 out of 3 maths strands.

For other pupils using the grant to fund overnight and enrichment activities has improved their well-being, independence and confidence, this has had a positive impact on their attendance and behaviour.