

Pupil Premium- Analysis of Spending 2015-2016 (£20,308 ( could be adjusted)

Pupil Premium used for:	Amount allocated to resource intervention action (£)	Is the new or continued resource/ activity/cost centre?	Summary of resources or actions and the time scale. Details of pupils involved can be found in school as the school is too small to ensure confidentiality.	Specific intended outcomes how will this intervention or action improve achievement for the pupils eligible for PP? What will if achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity
Employment of a 0.6 teaching assistant	£9,000	2015-16	To support 1:1 in the setting.	Focus attention and developing social skills, learning and understanding with a curriculum tailored for individual's need. See SEN Support plan.	TAFF meetings, assessment meetings and achievement of targets (Good progress)	Achieved milestones which allowed him to meet targets (See SEN plan).
Employment of a, 0.5 teaching assistant	£4,000	15-16	15-16 academic year In class support- release class teacher to work with two children and also supports two children while teacher is working with other sin the class, in reading writing, and maths. Works on speech and language 1:1 sessions Supports two children during metal maths sessions. 1:1 sessions with Numicom	Support in class allows both the TA and teacher to work with small groups and target PP pupils. Narrow the gap and allow ! to start to catch up with peers. If not pupil to be assessed and more specific actions put into place.	Monitor mile stones according to short note or SEN support plan when needed to ensure pupils reach goals at end of the year, making expected or better progress while increasing attainment.	Both met targets although one ! had targets broken down and a refer has been made ( see short note and SEN Plan)

				All child to reach milestones to move forwards		
Contribution towards TA time, allowing classroom teacher time to work on more challenging numeracy work with groups.	£3,000	Continued	15-16 academic year TA- will support in the classroom with the groups of children on activities provided by the teacher, thus enabling the teacher to work with pupil premium pupil to move them on in maths and English, setting challenging work for this pp pupil.	In class as the TA supports pupils the class teacher can support pupils in setting challenging work and working with these pupils to move them on	Monitored through pupil progress termly from the start of the academic year to the end. Pupils to mark MEP.	Child 1 MEP reading writing EP Maths Child 2 MEP reading maths EP Writing
Contribution towards TA working in classroom supporting individual needs 1:1 and supporting teaching in main lessons.	£3,000	Continued	15-16 academic year TA- will support in the classroom with the groups of children on activities provided by the teacher, thus enabling the teacher to work with pupil premium pupil to move them on in maths and English, setting challenging work for this pp pupil.	TA- supports a number of children using Nelson Thorn reading programme 1:1. A number of children with Nessie, a phonics programme. Supports teacher in class in maths and English Releases teacher in class to work with pupils to set challenging work	Monitored through pupil progress termly from the start of the academic year to the end. Pupils to mark MEP. Monitor milestones of pupils working on interventions more frequently to ensure children are making EP or MEP.	Child 1 Referred met small milestones Child 2 made MEP using Nelson Thorn Child 2 EP using Nessie Child 3 Referred to Educational psychologist Child 4 left Child 2 –ex progress literacy MEP maths Child 5 EP Maths and writing, 98 points in reading Child 6 MEP Reading and Maths EP writing

						Child 7-MEP Reading, EP writing, maths Child 8 -EP- reading writing, maths Child 9- EP- reading, writing, maths
Contribution towards music lessons	£279.00	Continued	15-16 academic year Contributed towards violin lessons to give this pupil confidence, the opportunity to experience something they would not normally experience. To help improve writing and reading as learning to read music helps the child to read forward.	Improve confidence in individuals' ability and improved reading as reading music teachers pupils to read ahead. Opportunities to perform in assemblies as a way of building confidence.	Monitored termly reading results to ensure progress over the year is expected or more than expected progress.	Child 1 left Improvement in attendance from last year to this year Child 2 Jan 2015 88% Jan 2015 97.73% Child 3 Jan 2015 95.65% Jan 2016 96.59% Confidence grew and would perform in assembly more frequently.
Contribution towards educational visits	£400.00	Continued	15-16 academic year Supported all by contributing towards the costs of educational visits over the year.	Enabling pupils to take part in all activities with their peers. This will help improve vocabulary and imagination thus improving writing.	Monitor termly progress so pupils a make expected or more than expected progress in writing.	All children improvements in attendance of all pupils. 89% of pupils achieve expected or better progress in reading writing and maths.

Resources	£350	Continued	15-16 academic year- Reading, writing and maths resources- Packs of Nelson Thorn reading books, Numicom.	To support reading and writing interventions.	Monitor use that resources are being used correctly to enable progress of pupils. Question need for these resources as pupils make expected or more than expected progress.	Resource bought as pupils progressed and needed a wider range of books.
Assessment by Educational Phycologist	£600	Spring 2016	One child was assessed by educational phycologist with the intention of addressing pupil's needs	Development of EHCP and out each worker.	EHCP in place by end of year.	EHCP in place