



Henley C of E Primary School

Pupil premium grant (2016-17)

How do we spend our pupil premium grant?

The Pupil Premium funding is used for academic interventions; in particular, small group and 1: 1 tuition which is led by teachers and teaching assistants. Henley C of E Primary School acknowledges that the attainment and progress of children can be affected by a child's self-esteem and wellbeing. Therefore the pupil premium can also be used for pastoral support and enrichment activities such as emotional support, swimming lessons, music tuition. We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance.

How do we measure the impact of PPG spending?

We continuously review our provision, and our evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. Where an intervention is not working, we either change how we are doing it, or stop it altogether. Our school governors have a good understanding of the Pupil Premium funded activities and their impact, and challenge our school to narrow the achievement gap.

We measure the impact of Pupil Premium Grant spending by tracking every pupil's progress and knowing every child's needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including:

- Lesson observations
- Work in books
- Pupil interviews
- Parent and carer surveys
- Attendance data
- Individual pupil target-setting data

Pupil Premium Allocation for 2016 - 2017

Total number of pupils on roll	172
Total number of pupils eligible for PPG on roll	18
Total amount of PPG for 16-17	£1320
Carry Forward for 2017-18	Tbc

Impact of Pupil Premium

% Expected	Reading	Writing	SPaG	Maths
All Year 6 (25 pupils)	64%	72%	72%	72%
Pupil Premium Year 6 (3 pupils)	33%	33%	33%	33%
All Year 2 (pupils)	77%	77%		69%
Pupil Premium Year 2 (1 pupil)	50%	50%		50%

Attendance	2014-15	2015-16	2016-17
ALL	96.7%	96.8%	95.5%
Pupil Premium			

Expenditure

Below is a comprehensive list of what the Pupil Premium money was spent on during each term of the 2016-17 academic year.

Item/Project	Objective	Outcomes
One to one and small group tuition		
Maths intervention Y6	by extra teacher, thus making smaller group in the class to develop understanding in calculation strategies to close the gap to meet expected standard - focus on the 4 rules	evidence shown in maths calculation scores on arithmetic tests evidence in maths books showing progress and independent application of the 4 rules. Evidence for moderation
Maths intervention Y6	to close the gap to meet expected standard - focus on the 4 rules with TA support	evidence shown in maths calculation scores on arithmetic tests evidence in maths books showing progress and independent application of the 4 rules. Evidence for moderation
SPAG intervention Y6	to close gaps and raise attainment to expected levels	evidence is shown in books, skills form session are being transferred to independent work

Reading support Y6	To use reading for inference scheme - use evidence from the text to support sentences	objective is met through evidence of objective shown in guided reading work
Writing support	To use a variety of clauses within sentences	Children apply these skills in their writing
Reading support Y5	To use reading for inference scheme - use evidence from the text to support sentences	objective is met through evidence of objective shown in guided reading work
Maths intervention Y5	to consolidate and reinforce mathematical methods	child makes progress and evidence is shown in their books
English intervention Y5	develop description within writing using adjectives and adverbs focus on correct use of punctuation	evidence is shown through children using adjectives and adverbs to extend and add description to their writing
Reading support Y5	To raise pupil attainment to expected levels	child makes progress in reading and their guided reading work reflects the transfer of skills
Fine motor Y4	to improve letter formation through fine motor activities	evidence of correct letter formation is shown in books
Emotional support	To develop confidence and self esteem	pupil is beginning to develop coping strategies and is becoming more confident in whole class situations
Emotional support on a daily basis from TA	To ensure rules are being followed in class and school.	
Reading support Y4	To use reading for inference scheme - use evidence from the text to support sentences	objective is met through evidence of objective shown in guided reading work
Maths intervention Y4	to close the gap to meet the expected standard	objective is met, child makes progress and evidence is shown in their books
Reading intervention Y4	to close the gap to meet the expected standard	objective is met, child makes progress and evidence is shown in their books
Reading support Y4 TJ	to develop reading skills	children are making progress in reading and beginning to transfer language and key features to their writing
Reading support Y3	To use reading for inference scheme - use evidence from the text to support sentences	objective is met through evidence of objective shown in guided reading work
Maths intervention booster Y3	increase confidence in maths. Focus on number bonds, place value and times tables	objective is met, child makes progress and evidence is shown in their books.
English intervention Y2	to improve writing skills to enable child to make accelerated progress	objective achieved and books show clear progress
Reading support Y2	To use reading for inference scheme - use evidence from the text to support sentences	objective is met through evidence of objective shown in guided reading work
Maths intervention Y2	maths objectives based on calculations	objective is met, child makes progress and evidence is shown in

		their books.
Fine motor Y2	to improve letter formation through fine motor activities	evidence of correct letter formation is shown in books
Reading support Y1	use phonic knowledge to read words accurately	child makes progress in reading and their accuracy and reading speed has increased
Fine motor Y1	to improve letter formation through fine motor activities	evidence of correct letter formation is shown in books
1:1 pupil support in class	Develop concentration and independent learning. Enable child to access the learning in class.	Child to feel happier within themselves and be more confident. Demonstrate an element of independence. Progress in books due to support which allows access to the learning within the classroom.
Specialist		
Emotional support Y3	Develop skills for child struggling with school by paying for specialist service –IDS, EP,	Targets are set and progress is made.
Gross motor skills	To improve gross motor skills and to complete Occupational therapy recommendations with the support of a TA	Targets achieved from OT reports
Assessments carried out by specialist support in school – Round Oaks	To establish innate ability, starting points and to provide specialist support for individual children	Parents are involved in the outcomes and a planned way forward. They are better informed of their child's needs
Emotional resilience when families are having difficulties	develop confidence and self-esteem (ran individually on a weekly basis)	pupil is beginning to develop coping strategies and is becoming more confident in whole class situations
Activities		
Music lessons	ensure access is given to new experiences, improve confidence and relationships	objective is met with impact on attitude to learning visible in the classroom
After school clubs	to increase self-esteem which impacts on attitude to learning	impact on attitude to learning visible in the classroom
ACE (Attendance compliance enforcement agency)	to monitor the recording & reporting of whole school attendance	increased attendance for children especially those who were initially below 95%
Other		
Breakfast club	to provide an early drop off service for parents	children and families are accessing the early drop off
Staff training	ensure that staff are continuing to further their development, up to date with latest practice	staff skill set continues to be developed and children receive outstanding provision

School trips	ensuring that all pupils have access to school trips	children attend school trips, have memorable opportunities that impact on their learning and enthusiasm with the curriculum.
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