**2016-2017 May Pupil Premium Income and Expenditure Interim Report**

**Pupil Premium Funding**

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| --- | --- | --- |
| **Income £6600** | **Pupil Premium Expenditure** | **Funding Remaining** |
| YR | £1081.80 | £238.20 |
| Y1 | £3331.44 | £628.56 |
| Y2 | £1329.40 | -£9.40 |
| **Total** | **£5742.64** | **£857.36** |

**Pupil Premium Plus Funding**

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| --- | --- | --- |
| **£7600** | **Pupil Premium Plus Expenditure** | **Funding Remaining** |
| Y1 | £4545.85 | £1608.65 |
| Y2 | £1899.00 | £1.00 |
| **Total** | **£6444.85** | **£1609.65** |

**LAC Funding**

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| --- | --- | --- |
| **£2000** | **LAC Expenditure** | **Funding Remaining** |
| YR | £2115.47 | -£115.47 |

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| --- | --- |
| Pupil Premium Income | Pupil premium Expenditure |
| £6600 | £5742.64 |
| Pupil Premium Plus Income | Pupil Premium Plus Expenditure |
| £7600 | £6444.85 |
| LAC Income | LAC Expenditure |
| £2000 | £2115.47 |

**Impact of Pupil Premium**

**EYFS Pupil Premium**

**EYFS Disadvantaged Pupils (Pupil Premium/Pupil Premium Plus/Ever 6)**

**(Since starting point YR Baseline- YR Spring term)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How much progress** | Emerging | | | Expected | | | Exceeding | | Outstanding |
| Reception Being imaginative |  |  |  |  |  | 100% |  |  |  |
| Reception Exploring media & materials |  |  |  |  |  | 100% |  |  |  |
| Reception Health and self-care |  |  |  |  | 100% |  |  |  |  |
| Reception Listening and attention |  |  |  |  |  | 100% |  |  |  |
| Reception Making relationships |  |  |  |  |  | 100% |  |  |  |
| Reception Managing feelings/behaviour |  |  |  |  | 100% |  |  |  |  |
| Reception Moving and Handling |  |  |  |  |  | 100% |  |  |  |
| Reception Numbers |  |  |  |  | 100% |  |  |  |  |
| Reception People and communities |  |  |  |  |  |  |  | 100% |  |
| Reception Reading (EY) |  |  |  |  | 100% |  |  |  |  |
| Reception Self-confidence/awareness |  |  |  |  |  | 100% |  |  |  |
| Reception Shape, space and measure |  |  |  |  |  |  |  |  | 100% |
| Reception Speaking |  |  |  |  |  |  | 100% |  |  |
| Reception Technology |  |  |  |  |  | 100% |  |  |  |
| Reception The world |  |  |  |  |  |  |  | 100% |  |
| Reception Understanding |  |  |  |  |  | 100% |  |  |  |
| Reception Writing (EY) |  |  |  |  |  |  | 100% |  |  |

This shows the progress tracking data across all 17 areas of the EYFS curriculum and demonstrates that pupils receiving Pupil Premium Funding are making at least expected progress across all areas.

**Key Stage 1 Pupil Premium**

**Year 1 Disadvantaged Pupils (Pupil Premium/Pupil Premium Plus/Ever 6)**

**(Since starting point YR- Y1 Spring term)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How much progress →** | | ungraded (no results) | Emerging | | | Expected | | | Exceeding | | Outstanding |
| [**Year 1**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=1) NC Maths | 6 pupils (6 with results) |  | 16.7% |  |  |  | 83.3% |  |  |  |  |
| [**Year 1**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=1) NC Writing - Composition | 6 pupils (6 with results) |  | 50% |  | 16.7% |  |  | 33.3% |  |  |  |
| [**Year 1**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=1) NC Reading | 6 pupils (6 with results) |  |  |  | 16.7% | 50% | 16.7% | 16.7% |  |  |  |

**Year 1 Disadvantaged Pupils (Pupil Premium/Pupil Premium Plus/Ever 6)**

**(In Year Y1 Baseline to Spring term)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How much progress →** | Emerging | | | Expected | | | Exceeding | | Outstanding |
| [**Year 1**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=1) NC Maths | 16.7% |  |  |  | 83.3% |  |  |  |  |
| [**Year 1**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=1) NC Writing - Composition | 50% |  | 16.7% |  |  | 33.3% |  |  |  |
| [**Year 1**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=1) NC Reading |  |  | 16.7% | 50% | 16.7% | 16.7% |  |  |  |

Pupils receiving Pupil Premium Funding alone are making at least expected progress in reading and maths in Year 1. Pupils receiving Pupil Premium funding plus additional funding to support learning needs are making emerging progress in reading, writing and maths. Writing continues to be a focus with targeted spelling and grammar support and Occupational Therapy support.

**Year 2 Disadvantaged Pupils (Pupil Premium/Pupil Premium Plus/Ever 6)**

**(Since starting point YR- Y2 Spring Term)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How much progress →** | Emerging | | | Expected | | | Exceeding | | Outstanding |
| [**Year 2**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=2) NC Maths |  |  |  |  |  | 50% |  | 50% |  |
| [**Year 2**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=2) NC Writing - Composition |  |  |  |  |  |  | 50% |  | 50% |
| [**Year 2**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=2) NC Reading |  |  |  |  |  |  | 50% | 50% |  |

**Disadvantaged Pupils (PP/Adopted from birth)**

**(In Year- Baseline Y2- Spring term)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How much progress →** | Emerging | | | Expected | | | Exceeding | | Outstanding |
| [**Year 2**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=2) NC Maths |  |  |  |  | 50% | 50% |  |  |  |
| [**Year 2**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=2) NC Writing - Composition |  |  |  |  | 50% |  | 50% |  |  |
| [**Year 2**](https://secure.pupilasset.com/reportProgress3.php?yearGroup=2) NC Reading |  |  |  |  | 50% | 50% |  |  |  |

PP pupils have continued to make expected progress with 50% of Year 2 pupils making better than expected progress in reading and writing. Targeted writing support, SPAG and maths support continues to benefit these pupils.

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| **Pupil Premium Funding** | **Impact** |
| Pupils receive targeted support to enhance key skills in reading, writing and maths | All Year R/1/2 pupils are making at least expected progress in reading. 8/10 pupils are making at least expected progress in maths. |
| Pupils receive transition support to enable them to settle and stay calm throughout the day resulting in | All pupils receiving transition support benefit from a calm start to the day. Strategies are in place to support and manage transitions within the school day. As a result incidences of raised anxiety have been reduced. |
| Pupils partake in all enrichment activities as requested by parents enabling them to further develop skills | Pupils attending IGNITE sports clubs have further developed gross motor skills, team skills and raised self-esteem. |
| Pupils to partake in external enrichment activities to raise self-esteem and develop interests | All pupils attend external enrichment activities ensuring inclusive access to wider opportunities. Interests have been developed in drama, history and the environment. |
| Pupils are able to develop social skills in a known environment | Play skills modelled and taught enabling the majority of pupils to form and maintain friendships. Listening skills, collaboration and negotiation skills improved in all target pupils; |
| Pupils receive additional Speech and Language support programmes to accelerate progress in key skills | Additional SALT support has enabled pupils to meet or exceed SALT targets. |
| Purchase resources to support pupils in their learning | Resources purchased to support OT needs. |
| Purchase specific resources to help children settle into their class | Specific resources purchased enabled pupils to settle quickly into school through encouraging pupils to collaborate. |
| Pupils receive playground support to support play skills and language development | Playtime observations show friendships developing quickly. Few incidents of unhappy playtimes observed or reported. |
| Pupils receive wrap around care to develop social skills in a familiar environment | Pupils funded to attend WASPS have enabled friendships to be nurtured and developed confidence has grown negotiation skills have improved with all pupils. |
| Pupils receive additional OT support to rapidly develop fine and gross motor skills | OT additional support provided to target fine and gross motor skills. OT targets met or exceeded by all pupils, |