



# Powell Corderoy Primary School

## Pupil Premium Academic Year 2015/16

Received funding (2015/16 financial year)	£54,700	Academic year funding up until April (7/12 of 2015/16 financial year)	£31,908	Estimated budget for 2015/16 academic year (based on expected funding for term 3)	£49,750
Actual funding (2016/17 financial year)	£42,820	Academic year funding from April (5/12 of 2016/17 financial year)	£17,842	Actual budget for 2015/16 academic year (confirmed in April)	£49,750

Item/Project Planned	Justification <i>Including reasons / evidence</i>	Planned Cost	Actual Cost	Evaluation of impact <i>How has it made a difference to the outcomes for disadvantaged pupils?</i>
<b>ELSA (Emotional Literacy Support Assistant) including LEGO therapy.</b>	Government research has shown that: 'education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.' Public Health England Briefing 2014. LEGO therapy is proven to benefit children with ASD and social communication and was used to target some PP pupils exhibiting need.	£2,500	£2,500	Overall pupil response has been positive. The ELSA supported pupils with anxiety and anger management difficulties, as well as running LEGO therapy groups for pupils with a need for social communication support. Parent feedback was positive and cases were cleared on average after 6 week programme ended, with some children having a 'touch base' facility if and when needed.
<b>KS1 Teacher focussed support</b>	Our internal assessments showed that some sections of pupil premium children in Year 2 were not making accelerated progress in acquiring reading, writing and maths skills. We paid for a teacher to work with identified children, either in groups or 1:1 depending on their levels of need.	£6,000	£6,000	100% of pupil premium children in year 2 made expected or above progress in writing and maths, the key areas supported by the teacher, providing this support.
<b>Home School Link Worker</b>	DFE report 2010 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.'	£6,000	£6,000	Has supported 10 Pupil Premium pupils and families. Feedback from pupils and parents has been very positive. Parenting advice, behaviour support, time to talk, and support with housing, forms and Early Help referrals have had a positive impact on pupil wellbeing and support.

<b>KS2 Booster group support</b>	Assessment of intervention impact at key stage 2 showed that the most effective model was for class teachers to run intervention groups . Accordingly a teacher was put in place to cover classes so that class teachers could work directly with their children in small groups.	£6,000	£6000	Overall impact in KS2 was positive. The target area for next year is the crossover between SEN and Pupil premium, as our evidence shows that this is where there is most need for the right kind of support at the right time.
<b>Nursery Nurse to support PP pupils in year 1</b>	23% of pupils in year 1 were in receipt of Pupil premium, some of whom had additional learning, social and emotional wellbeing needs.	£7,900	£7,900	85% of Pupil premium children made expected or above progress in maths, and 85% in writing. Reading was slightly lower at 71%, and this has been targeted in Year 2 through extra reading and phonics support.
<b>1:1 bespoke support for pupils</b>	In 2015-16 this money was spent supporting parents so that they could attend training and workshops. In addition children were supported to attend trips, have new uniforms and equipment.	£1,020	£1,020	Pupil premium children attended all trips and have school uniforms of the required standards. The anxiety workshop was well attended and feedback was positive on the training parents attended. Language Link continues to have a positive impact on all children in class and has helped identify pupils with language difficulties and provide support for them so that they catch up with their peers.
<b>Better Reading Partnership (BRP) intensive reading programme</b>	This method has been proven to support pupil premium children to develop their reading skills and to have confidence with comprehension.	£730	£730	This has a positive impact - pupils have achieved up to 18 months progress in their reading age after 3-4 months on the programme.
<b>Speech and Language, spelling and Occupational therapy support</b>	31% of pupil premium children also have an additional special need. To support this, a TA was trained in OT, SALT and specific literacy interventions including Toe by Toe and Beat Dyslexia. She worked individually and 1:1 with groups with a focus on pupil premium children who had additional needs. In addition, 5 x 25 minutes BEAM provided for targeted Pupil premium children.	£11,720	£11,720	This had a positive impact on pupil fine and gross motor skills, which in turn improved writing skills. Pupil premium children with SEN showed accelerating progress in each area of the curriculum by the end of the Summer term.
<b>HLTA support for Art</b>	Art lessons were found to be best taught in Key stage 2 in a specific room. Lessons lead by two HLTAs in order to ensure that all pupils participated.	£7,880	£7,880	Three afternoon sessions funded in this way ensured that all Pupil premium children made progress in art and had full access to the sessions.
<b>Totals</b>		<b>49,750</b>	<b>£49,750</b>	<b>Carry forward for 2016/17</b> <b>£0</b>