

**Pupil Premium Funding and its Impact 2015 – 2016**  
**Headline Indicators**

	Number of chn eligible for PP funding	% within cohort
<b>EYFS</b>	11	18%
<b>Year 1</b>	14	24%
<b>Year 2</b>	28	53%
<b>Year 6</b>	11	46%

<b>EYFS (End of Reception)</b>		
	<b>% All Pupils Good Level of Development 2016</b>	<b>% of PP Good Level of Development 2016</b>
<b>EYFS Good Level of Development</b>	63%	45%

<b>Phonics Screening Test (End of Year 1)</b>				
	<b>% All Pupils Passed 2015</b>	<b>% Pupil Premium Passed 2015</b>	<b>% All Pupils 2016</b>	<b>% Pupil Premium 2016</b>
<b>Year 1 Phonics Test</b>	72%	71%	75%	71%

<b>KS1 (End of Year 2)</b>			
	<b>% All Pupils Expected 2016</b>	<b>% of PP Expected 2016</b>	<b>% of National Expected 2016</b>
<b>Reading</b>	79%	71%	TBC
<b>Writing</b>	68%	77%	TBC
<b>Maths</b>	68%	53%	TBC

<b>KS2 (End of Year 6)</b>			
	<b>% Non-PP Achieving Expected 2016</b>	<b>% of PP Achieving Expected 2016</b>	<b>% of National Achieving Expected 2016</b>
<b>Reading</b>	56%	50%	66%
<b>Writing</b>	78%	80%	74%
<b>Maths</b>	78%	80%	70%



**Targeting of Pupil Premium Funding and its Impact 2015/16**

	<b>Person Responsible</b>	<b>Cost in £</b>	<b>Additional Information</b>	<b>Impact (To be updated in 2016)</b>
<b>Learning Mentor</b>	Mentor + line manager	5,000	<p>Children targeted by Key Stage leaders, teachers and designated person for child protection. Learning mentor works with individuals to address the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential. Children are targeted for a set period of time, normally 1 term, then impact is measured based on:</p> <ul style="list-style-type: none"> <li>• attendance</li> <li>• punctuality</li> <li>• presentation of child</li> <li>• relationships with peers</li> <li>• relationships with adults</li> <li>• behaviour incidents</li> <li>• progress</li> <li>• attitude to learning</li> <li>• home learning</li> <li>• reading at home</li> <li>• attitude towards home</li> </ul>	<p>Learning mentor has worked with 6 children over the course of the year.</p> <p>See individual anonymised case study</p>
<b>Parental Engagement Officer</b>	Parental Engagement Officer	5,000	<p>Targeted PP parents focusing on attendance and punctuality this year. Workings with individual parents in the home, ensuring children have everything they need to access school and learning. Working with parents receiving support from the Family resilience team or Social Care. Bridging the gap between school and home.</p>	See individual anonymised case studies
<b>AHT designated to PP</b>	AHT for PP	15,000	<p>Lead PP throughout the school:</p> <ul style="list-style-type: none"> <li>• Work alongside the head teacher to strategically deliver the pupil premium offer, which narrows the attainment gap for pupil premium students</li> </ul>	71% of PP premium pupils passed the Phonics Screening Test. This was the same as 71% of PP children in the previous year.



			<ul style="list-style-type: none"> <li>• Generate a tailored offer to meet individual needs informed by pupil, staff and parental input.</li> <li>• Uphold and continually demonstrate the vision and ethos that through personalised intervention and enrichment provision.</li> <li>• Design, implement, monitor and evaluate the whole-school programme.</li> <li>• Work with/designate interventions where teachers work with individual and small groups of disadvantaged pupils, supporting and mentoring them to improve and maintain progress.</li> <li>• Identify and analyse current patterns of vulnerability of pupils at the school</li> <li>• Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact</li> <li>• Analyse data and adapt provision where required.</li> <li>• Analyse the impact of PP funding in all areas.</li> </ul>	<p>At the end of KS1, PP pupils achieved higher than the percentage of all pupils in writing.</p> <p>At the end of Y6, PP children achieved higher than non-PP children in maths and writing.</p>
<p><b>1:1 Reading</b></p>	<p>Class Teachers and LSAs</p>	<p>10,000</p>	<p>All PP chn have 10 minutes per day where they read 1:1 with an adult.</p> <ul style="list-style-type: none"> <li>• x2 per week to be with qualified teacher.</li> </ul>	<p>71% of PP premium pupils passed the Phonics Screening Test. This was the same as 71% of PP children in the previous year.</p> <p>At the end of KS1, 53% of PP children were working at the expected standard, compared to 68% of all children.</p> <p>At the end of KS2, 50% PP children were working at the expected standard, compared to 56% non-PP children in reading.</p>



				This is a priority for next year.
<b>Targeted Teacher support in core subjects</b>	Class Teachers	10,000	All PP chn to have a guided session in a core subject with a qualified teacher at least x2 per week, x2 terms per year.	See data on front page.  At the end of KS1, PP children achieved significantly higher than all pupils in writing.  At the end of KS2, PP achieved higher than non-PP children and the national average in Maths and Writing.
<b>School visit funding</b>	SMSC Leader	5,000	All children who are PP can access school trips. Residential Trips can be subsidised. Additional funding is used to give time to the SMSC leader to support parents to make applications for the William Harding Fund. Recommendations are also made by the SMSC leader, reports written and information gathered.	All PP children accessed year group trips (9 trips were offered across the school). 24% pupil premium children attended Caldecotte, compared with 39% of non-PP children. 3 PP KS2 children attended the Roald Dahl festival to represent the school.
<b>School visitors funding</b>	AHT for PP	2,000	Part funding of visitors in school: <ul style="list-style-type: none"> <li>• Comic artist visit (KS2)</li> <li>• Space Dome (EYFS)</li> <li>• Pantomime (whole school)</li> <li>• Cycling (Upper KS2)</li> <li>• Childline (Upper KS2)</li> <li>• Artist for Roald Dahl day (KS1)</li> <li>• PCSO (KS1)</li> <li>• IMPs (Yr 6)</li> <li>• Young Enterprise (Yr6)</li> <li>• Aylesbury Grammar students running G&amp;T interventions (Yr 5/6)</li> <li>• Aylesbury High School students running G&amp;T interventions (Yr 5/6)</li> <li>• Chicks (EYFS)</li> <li>• Viking Day (LKS2)</li> <li>• Anglo-Saxon Day (LKS2)</li> <li>• MKBrass (whole school)</li> <li>• Aylesbury Youth Action (KS2)</li> </ul>	See individual anonymised case studies.
<b>1:1 tuition</b>	DHT	4,000	1:1 focus intervention in maths lead by	4 senior leaders delivered reading,



<b>Yr 6</b>		Increased to 9,000	qualified teacher.	<p>spelling and maths interventions to Y6.</p> <p>1 senior leader employed as extra Y6 maths teacher for 3½ months to provide small group interventions for reading, writing and maths.</p> <p>At the end of Y6, PP children achieved higher than non-PP children, and the national average, in maths and writing.</p>																				
<b>Easter School Yr 6</b>	Year 5/6 Teachers	2,000	2 x Senior leaders delivering interventions for a week during the Easter Holiday. Saturday School prior to SATs week.	<p>1 senior leader and 1 teacher delivered interventions for a week during the Easter Holiday.</p> <p>Saturday School run prior to SATs week.</p> <p>See Y6 data on front sheet.</p>																				
<b>Nurture Group YR, 1 and 4</b>	SENDCo	5,000	<p><u>Autumn Term</u> Pupils targeted while in EYFS to attend to support transition to Year 1.</p> <p><u>Spring Term</u> Pupils targeted in reception. Identified by class teachers and leaders as needing support with:</p> <ul style="list-style-type: none"> <li>• behaviour choices</li> <li>• attendance</li> <li>• attitude to learning</li> <li>• relationships with peers</li> <li>• relationships with adults</li> </ul>	<p>2 Year 1s attended nurture group.</p> <p>2 Year 4s attended nurture group.</p> <p>See individual anonymised case studies.</p>																				
<b>G&amp;T learning mentor</b>	DHT	2,000	<p>G&amp;T interventions in Key Stage 2 throughout the academic year.</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Maths</li> </ul>	1 Y5 child attended a Shakespeare Enrichment Day at Aylesbury High School.																				
<b>First Class at Number intervention KS2</b>	DNT and Year 6 teacher	2,000	<p>First Class at number intervention runs for a set time, normally 10 weeks, x2 per week. Children are assessed as they enter the intervention and on completion.</p>	<p>5 children attended intervention.</p> <table border="1"> <thead> <tr> <th></th> <th>Entry age</th> <th>Exit age from intervention</th> <th>Progress over 10 week intervention</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>7 years 9 months</td> <td>8 years 10 months</td> <td>1 year 1 month</td> </tr> <tr> <td>B</td> <td>8 years 0 months</td> <td>Awaiting data</td> <td></td> </tr> <tr> <td>C</td> <td>8 years 9 months</td> <td>Awaiting data</td> <td></td> </tr> <tr> <td>D</td> <td>7 years 1 month</td> <td>7 years 4 months</td> <td>3 months</td> </tr> </tbody> </table>		Entry age	Exit age from intervention	Progress over 10 week intervention	A	7 years 9 months	8 years 10 months	1 year 1 month	B	8 years 0 months	Awaiting data		C	8 years 9 months	Awaiting data		D	7 years 1 month	7 years 4 months	3 months
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				E	6 years 10 months	8 years 5 months	1 year 7 months
<b>Breakfast Club</b>	AHT for PP	1,000	Part funding of Breakfast Club and subsidised food – 2x adult time required daily between 8am – 8:30am. Aim to improve the punctuality of pupils attending and ensure they receive breakfast daily. This in turn improves concentration, access to early morning work and reading, and learning attitude.				16% of pupils attending Breakfast Club are PP. These children have improved punctuality due to attending Breakfast Club.
<b>Reading Club</b>	AHT for PP and LSA running club	1,000	Part funding of reading club – adult time required daily 3:15 – 4pm.s				50% of children attending Reading Club are PP. This compares to 46% last year.
<b>Parent workshops</b>	Subject leaders and Parental Engagement Officer	1,000	Parental Engagement Officer to target parents of PP children to ensure they are aware of the workshops available and encourage them to attend so they can support their child at home.				See individual anonymised case studies.
<b>Extra-curricular Clubs</b>	AHT for PP and P.E. Leader	8,000	A range of extra-curricular clubs are to be made available for PP children. Teachers are to ensure parents of PP children are given letters the day they come out and give them the opportunity to complete immediately.				1/3 of places in each club designated for PP children. 71% PP children accessing extra-curricular clubs, compared with 65% of PP children in the previous year and 55% of non PP children in the current year..
<b>2Can Counselling</b>	AHT for PP and 2Can Counsellor	10,000	2Can counsellor x 1 per week for 38 weeks. Working with 6 children per week for approximately 10 weeks. The aim is to support them to improve: <ul style="list-style-type: none"> <li>• attendance</li> <li>• punctuality</li> <li>• presentation of child</li> <li>• relationships with peers</li> <li>• relationships with adults</li> <li>• behaviour incidents</li> <li>• progress</li> <li>• attitude to learning</li> <li>• home learning</li> <li>• reading at home</li> </ul>				15 children accessed 2Can. 100% of children accessing this support are PP. See individual anonymised case study.



			<ul style="list-style-type: none"> <li>attitude towards home</li> </ul> <p>It is also a chance for children to discuss their feelings and improve their mental health and well-being.</p>	
<b>Homework Club</b>	AHT for PP and Class Teachers	780 per teacher 9,300	Each teacher is to provide a 30 minute club to allow PP children to attend. They will support them with their home learning and ensure they have the right tools to complete it to a high standard.	Homework clubs were run once per week for KS1 and once per week for KS2. All children are able to complete homework to a high standard.  See individual anonymised case study.
<b>Teacher 1:1 reading 5 x per week</b>	AHT for PP and Class Teachers	1,300 per teacher 15,600	All teachers are to ensure PP children are heard read by an adult at least 5 x per week, every week. Children are to be chased if they have not read at home on a regular basis.	100% PP children heard read by an adult at least 5 x per week, every week.
<b>Digismart Reading intervention</b>	AHT for PP and KS2 Teachers	1,000	Free intervention focusing on reading skills. Funding is for 1.5 hours teaching time per week for Reading Leader to teach the session.	86% Y6 PP children achieved secure or mastery for Maths, compared with 74% of all children.
<b>Adult Learning</b>	Parental Engagement Officer	3,000	Parental Engagement Officer to target parents of PP children to attend ESOL.	See individual anonymised case study.
<b>Bid Funding</b>	AHT for PP and Class Teachers	5,000  Reduced to 0.	Teachers are given the opportunity to bid for funding for individual PP chn. They need to identify pupils who might benefit from additional pastoral or community based activities for a set period of time.	Due to extending funding for additional Y6 teacher, this did not take place.
<b>Attendance Officer</b>	DHT / Attendance Officer	5,000	DHT leading newly recruited attendance officer. Attendance for PP chn made a priority and targeted time to ensure attendance for disadvantaged pupils improves.	PP children's average attendance is 93.9%, compared to 94.3% for non-PP children. See individual anonymised case study. This is to be a target for next year.
	<b>Total Allocation:</b>	<b>126,900</b> <b>126,720</b>		

