



Mission Statement: 'With Jesus as our guide, we learn pray and live together in a safe and happy way.'

| Measuring the impact of 2014/2015 spending: | | | | | | | |
|---|-----------------|---|---|------|------|------|-------------------|
| Strategy | Cost | Actions | Impact | | | | |
| Catch up maths, writing for PP children. | TA salary costs | TA timetabled to withdraw PP children and support their reading, maths, writing. | All PP children have made very good progress throughout the year. See points progress below. | | | | |
| | | | | R | W | M | Expected progress |
| | | | Y1 | 7.2 | 6.0 | 6.8 | 6 |
| | | | Y2 | 11.7 | 11.3 | 12.0 | 3 |
| | | | Y3 | 9.6 | 8.5 | 5.2 | 8 |
| | | | Y4 | 12 | 10 | 12 | 10 |
| | | | Y5 | 13.6 | 13.6 | 13.2 | 12 |
| Y6 | 5.25 | 3.25 | 4.5 | 3 | | | |
| Catch up reading | TA salary costs | Through discussion and data/IEP analysis with SENCO/PP manager, decided which children were most in need of reading intervention. Children read with 3x weekly. | Children develop confidence and improve reading skills through 1:1 reading tuition. All children started at Level 2 ORT. Data shows how much progress has been made by these children. See reading column in above table. | | | | |
| SENCO/PP leader released from class | DHT costs | This covers a multitude of areas such as: managing care and provision of children with specific needs, ISPs, staff training, meeting | All children in school identified and supported appropriately according to their individual needs or as a result of circumstances such as their home life which means that they are ready for school, receive correct provision and are able to access the curriculum at an | | | | |



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| <p><u>Enrichment</u></p> <p>Music teacher across the school</p> | | <p>with external agencies, pupil observations, organising intervention groups, meeting with parents/carers, developing links and supporting Y6-7 transition.</p> <p>Every child in KS2 has the opportunity to learn the violin for a whole term (weekly sessions) PP have the opportunity to take this further for an extra term (hence 2 terms of free music tuition) All children are given the opportunity to join the choir.</p> <p>Children in KS1 have the opportunity to learn percussion instruments. (weekly sessions for a term)</p> | <p>appropriate level for their needs. See SEN progress chart from Sept 2014-July 2015 below</p> <table border="1" data-bbox="902 604 1382 940"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>Expected Progress</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>6.7</td> <td>6.0</td> <td>6.7</td> <td>6</td> </tr> <tr> <td>Y2</td> <td>8.0</td> <td>5.3</td> <td>8.7</td> <td>3</td> </tr> <tr> <td>Y3</td> <td>11.3</td> <td>8.6</td> <td>6.0</td> <td>8</td> </tr> <tr> <td>Y4</td> <td>10.7</td> <td>4.7</td> <td>8.7</td> <td>10</td> </tr> <tr> <td>Y5</td> <td>14.7</td> <td>13.3</td> <td>15.3</td> <td>12</td> </tr> <tr> <td>Y6</td> <td>6.3</td> <td>3.7</td> <td>6.7</td> <td>3</td> </tr> </tbody> </table> <p>Children have gained from experiences that they would not normally have. They have been given the opportunity to excel in areas which are not just academic. Children have developed life skills and built confidence through performance. Some children with behavioural needs/specific needs have responded well to the range of music tuition offered to them in school. Children have performed to parents and friends of the school.</p> | | R | W | M | Expected Progress | Y1 | 6.7 | 6.0 | 6.7 | 6 | Y2 | 8.0 | 5.3 | 8.7 | 3 | Y3 | 11.3 | 8.6 | 6.0 | 8 | Y4 | 10.7 | 4.7 | 8.7 | 10 | Y5 | 14.7 | 13.3 | 15.3 | 12 | Y6 | 6.3 | 3.7 | 6.7 | 3 |
|---|------|--|---|-------------------|---|---|---|-------------------|----|-----|-----|-----|---|----|-----|-----|-----|---|----|------|-----|-----|---|----|------|-----|-----|----|----|------|------|------|----|----|-----|-----|-----|---|
| | R | W | M | Expected Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | 6.7 | 6.0 | 6.7 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 8.0 | 5.3 | 8.7 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 11.3 | 8.6 | 6.0 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 10.7 | 4.7 | 8.7 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 14.7 | 13.3 | 15.3 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 6.3 | 3.7 | 6.7 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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|--------------------------|--|--|---|
| <p>Allotment manager</p> | | <p>PP children are given the opportunity to find out about all the different stages of growing. Children plant seeds and harvest what has grown.</p> | <p>Children have developed life skills through their work on the allotment; where fruit and vegetables come from, how to grow and care for plants. Children really enjoy out of class environment learning. Fresh produce grown has been sold to parents making a profit.</p> |
|--------------------------|--|--|---|

KS2 Reading SATs 2015 Y6 Pupil Premium 6 children in total

- 83% (5/6 children) achieved L4 or above. 50% achieved level 5.
- (5/6) children made 3 levels progress from KS1-KS2.
- 1 child (17%) made expected 2 levels progress (This child was one mark off a Level 4)

SPAG Y6 Pupil Premium

- 67% achieved L4 of which 34% achieved L5

Maths Y6 PP

- 83% achieved L4 or above. 34% achieved L5.
- 83% (5/6) made 2 levels progress or more. 1 child made 3 levels progress.

KS1 SATs 2015 PP 4 children in total

Reading

75% (3/4) children achieved L3 (Above) in Reading. 25% achieved L2B (Expected)

50% children achieved L3 in Writing. 50% achieved L2B

50% children achieved L3 in Mathematics. 50% achieved L2B



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Writing

83% achieved L4 or above. 34% achieved L5.

83% achieved at least 2 levels progress

50% children made 3 levels progress.

EYFS 2015 (5 children) PP

In Maths 100% achieved ELG. 60% exceeded expectations.

In Writing 100% achieved ELG. 40% exceeded expectations.

In Reading 100% achieved ELG. 40% exceeded expectations.

All PP children in EYFS achieved a Good Level of Development.