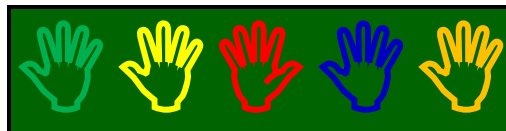


Rusper Primary School



Pupil Premium Grant (PPG) Funding Allocations April 2016 to March 2017

Pupil Premium Funding Allocation: 1 pupil @ £1,320.00)	£1,320.00
Ever-Six Funding	£9,240.00
One-off supplementary funding	£0.00
Service Children	£0.00
Children adopted from care	£1,900.00
Carry forward from previous year	£0.00
Total Pupil Premium Income 2016-17	£12,460.00

Item/Project: 1 - Intervention Support	Expenditure:	
	Planned	Actual
	£12,279	
Objective: To accelerate the progress of eligible pupils in reading, writing & maths		
Summary of Barriers to Educational Achievement Through a variety of support measures and targeted interventions we are working to eliminate barriers to learning and progress such as: parenting and home experiences and support; attendance and punctuality for vulnerable learners; and low aspirations, poor resilience and low self-esteem.		
Actions: To date the majority of PPG has been used to pay for key adult intervention in Y2 and across KS2.		
Learning Mentor Time 2hrs 40mins per week £1,332		
Teacher intervention Time 6hrs 30mins per week £9,596		
TA Intervention Time 3hrs per week £1,351		
Learning Mentor work and small group TA led interventions have been and continue to be flexibly targeted according to need, with all PPG pupils receiving support in one form or both. Teacher Intervention takes the form of in-class support from an additional qualified teacher in Y5/6 (where 5/7 PP pupils are) to further the needs of individuals in writing and maths.		
<u>Case Example 1</u> A pupil receiving funding for academic year 15-16 benefited from both 1:1 Learning Mentor work to build confidence and 1:1 intervention to learn strategies for accessing written questions. Progress from KS1 to KS2 for that pupil was positive in both reading and writing (the scale scores for Reading test and SPaG test were above the DfE predicted range).		
<u>Case Example 2</u> A KS1 pupil receiving funding for financial year 16-17 benefited from interventions '1st Class At Writing' – 4 x 45mins per week, and 'Time To talk' – 1 x 45 mins per week. In addition the pupil has received dedicated 1:1 TA support on an ad-hoc basis to support social/emotional development. Progress for this pupil in writing from		

Sep 16 to March 17 was **+2.5tp (0.5tp above expected)**

Case Example 3

A KS2 pupil receiving funding for financial year 16-17 benefited from significant in-class support for maths. This was facilitated both by the allocated intervention teacher and by the class teacher (intervention teacher adapting role to allow teacher directed time with the pupil). The focus has been on embedding secure concepts with the use of manipulatives; developing reasoning skills through building confidence with maths vocabulary; and high expectations and challenge. Progress for this pupil in maths from Sep 16 to March 17 was **+ 3tp (1tp above expected)**

Outcomes for pupils receiving PPG funding throughout financial year 16-17:

(tp = tracking points atp = average tracking points school expectation for all pupils is **+3tp** per year)

KS1 Pupil Premium Reading:

Progress Sep 16 to March 17: **+2tp (in line with expectations for non-disadvantaged pupils)**

KS1 Pupil Premium Writing:

Progress Sep 16 to March 17: **+2.5tp (0.5tp above expectations for non-disadvantaged pupils)**

KS1 Pupil Premium Maths:

Progress Sep 16 to March 17: **+2tp (in line with expectations for non-disadvantaged pupils)**

KS2 Pupil Premium Reading:

Attainment: 4/7 pupils reached expected standard – July 16

Progress Sep 16 to March 17: **+2.2atp (0.2tp above expectations for non-disadvantaged pupils)**

KS2 Pupil Premium Writing:

Attainment: 4/7 pupils reached expected standard – July 16

Progress Sep 16 to March 17: **+1.9atp (0.1tp below expectations for non-disadvantaged pupils)**

KS1 Pupil Premium Maths:

Attainment: 4/7 pupils reached the expected standard – July 16

Progress Sep 16 to March 17: **+2.2tp (0.2tp above expectations for non-disadvantaged pupils)**