

**March CE Primary School**  
**Pupil Premium Grant Report: 2016/17**  
 Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	206
Total number of pupils eligible for PP	31
Total number of pupils eligible for Pupil Premium Plus – Adopted Children	2
Amount of PPG Plus per pupil	£1900
<b>Total amount of PPG received</b>	<b>£31,299.00 PP</b>
<b>Grand total</b>	<b>£58,859.00</b>

<b>Principles</b>
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The Governing Body aims

- To ensure that the school meets the needs of all pupils
- To ensure that special provision is made for targeted groups of vulnerable children
- To ensure that the progress of targeted pupils is tracked to measure the impact of PP interventions
- To ensure that a needs analysis is carried out to identify priorities
- To monitor the effective use of PPG in terms of outcomes for children

<b>Identified areas of need</b>
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A few children including children eligible for PP lack resilience, and are afraid to make mistakes.

A few children including pupils eligible or PP lack focus or find it hard to sustain concentration in class.

A few children including pupils eligible for PP have global learning needs.

A few children including pupils eligible for PP have specific core subject difficulties

A few children, including children eligible for PP have specific speech & language difficulties

<b>Desired outcomes</b>	<b>Impact</b>
To develop children's processing in reading & writing of 2 pupils in KS2 and 1 pupil in KS1.	All children have improved text reading and writing  Detailed observations, notes & running records show improvement.
To improve outcomes in mathematics in KS1 & KS2.	Numbers count teacher works 1:1 and in small groups to support teaching and pre-teaching of lessons. Increased confidence for pupils with new Maths curriculum Improvements from their starting points at the beginning of the year shown through the schools tracking system although this still needs further support in Lower KS2.
To support children in regulating their emotions and helping them make and sustain positive relationships.	Children and pupils eligible for PP have a positive self-image and have developed secure and positive friendships. Play therapy before and after SDQs Social/emotional groups before & after SDQs show improvements.

<p>To support children in developing their understanding of story using narrative training &amp; robust vocabulary.</p>	<p>Children have reached speech therapy goals and are better able to engage with language in the curriculum.</p> <p>Detailed observations &amp; session notes.</p>
<p>Develop the quality of teaching by providing opportunities for teachers to consider and improve their practice.</p>	<p>All teaching (including use of TA) at least good with a proportion of outstanding.</p>
<p>To address the limited support/opportunities at home for some pupils, including pupils receiving PP through, personalised resources, sports, clubs, homework support and enrichment activities.</p>	<p>All children are able to access academic and sporting opportunities regardless of home learning environment / circumstance.</p>
<p>Writing intervention Develop spelling, punctuation &amp; grammar in writing.</p>	<p>Specific teaching assistant support and intervention to enable children to access correct objectives in the National Curriculum.</p>

<b>Nature of support</b>	
<b>Support</b>	<b>Predicted Cost</b>
One to one and small group support from TAs delivering personalised intervention programmes.	£7205
Maths intervention teaching	£15,539
Reading Recovery style intervention	£4881.18
<b>Social/emotional support</b> to provide nurture, well-being and self-esteem session, Parenting support and advice	£1,900
Establishment of The Den	£239
1:1 support for key children	£10,038
Assessment tool	£211.00
Intervention package Clicker 7	£2500
<b>Impact of Support 15/16</b>	
<p>We maintained high adult to pupil ratios for our youngest children in EYFS and Key stage one, This enabled them to settle into school quickly and also helped us to identify concerns quickly and put in place early intervention support. This strategy has had a positive impact progress and attainment</p> <p>Through our Play Therapy and Emotional/Social Support groups, children's self-esteem and confidence has grown providing the pupils' with a more positive attitude to their learning and sense of worth.</p> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>In 2015/16 1 pupil premium child did not achieve GLD across the 7 areas but did achieve expected in 4/7 areas</li> </ul> <p><b>Year 1 phonics check (2 children)</b></p> <ul style="list-style-type: none"> <li>100% of children passed the phonics screening check</li> </ul> <p><b>KS1 Attainment and Progress (4 children)</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>100 % of PP children Achieved working towards expected Standard</li> <li>(Cohort 67% at ARE National 74%)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>100 % of PP children Achieved working towards expected Standard</li> <li>(Cohort 57% National 65%)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>25% of PP children Achieved Standard 75% at working towards (Cohort 70% National 73%)</li> </ul> <p><b>KS2 Attainment (7 pupils)</b></p> <p><b>Reading</b> PP Children 54% achieved expected standard ( cohort 55%)scaled score 99.7</p> <p><b>Maths</b> PP Children 43% achieved expected standard ( Cohort 42%) Scaled score 99.6</p> <p><b>Writing</b> PP Children 57% achieved expected standard ( Cohort 48%)</p>	