

## Pupil Premium 2015-16

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	632
Total number of pupils eligible for PPG	45
<b>Total amount of PPG received</b>	<b>76,356.72</b>

### Nature of support 2015/2016

Pupil Premium funding will be used to accelerate progress and raise attainment so that all pupil premium pupils meet/exceed age related expectations. The Maths and English support is delivered by two additional teachers.

We will continue to support Pupil Premium pupils to close any academic gaps in their learning compared with their peers through the use of whole school programmes such as read, write, inc and the concrete, pictorial and abstract approach in maths.

Pupil premium pupils will be supported through interventions such as additional phonics to support reading, 'Sensory Circuits' to support children's readiness for learning, Beanstalk to support enjoyment of reading and 'Lego Therapy' to support collaborative working, social skills and to improve confidence. They will be supported through online resources such as Spellodrome in KS2, to improve understanding and application of spelling rules and to increase the proportions of pupils who are able to spell accurately age appropriate words. Clicker 6 has been purchased to support the development of sentence building, leading to greater independence with writing.

Pupil premium pupils will be supported in social and emotional aspects of learning so that their confidence and involvement in learning is evident and they have improved attendance. This support is through the employment of a play therapist.

## Curriculum focus of PPG spending 2015/16 and Impact

Funding allocation last year was £ 76,356.72 and this was used to support 45 Pupil Premium children. An additional teacher worked in Year 6 to support reading and writing and an additional teacher was employed to support in Years 5 and 6 in maths. 9 pupils received targeted support in reading and writing and 19 received targeted support in maths.

Two children received support with Lego therapy and Clicker 6 and 4 pupils were supported through Spellodrome. Sensory Circuits supported 5 children to 'get ready for learning' and 4 children received targeted support through play therapy sessions.

Three pupils were further supported by the Beanstalk reading programme. 8 pupils in EYFS and Key Stage one were supported with targeted phonics interventions.

The costs incurred included the cost of 2 additional Teachers and the purchase of a comprehensive phonics into writing resource with the appropriate training for staff. Costs also include extensive training to support all vulnerable groups in using the concrete, pictorial and abstract approach in Maths.

Year 6 (9 pupil premium pupils)					
	All pupils		Pupil Premium		National
Expected combined	63%		66.7%		53%
Higher	7.4%		0%		
Reading expected	76%	104.7	77.8%	104.3	66%
GPS expected	85.3%	106.2	77.8%	104.3	72%
Maths expected	75.8%	103.6	66.7%	101.8	70%
Writing expected	95%		100%		74%

Year 2 (7 pupil premium pupils)		
	All pupils -expected	Pupil premium pupils - expected
Reading	90%	86% (1 pupil not

		achieving
Writing	83%	57%
Maths	89%	86% (1 pupil not achieving)

#### How Pupil Premium funding will be used 2016-2017

At Madginford Primary School we use this funding to accelerate progress and raise attainment by delivering targeted support to these pupils who are eligible so that they make expected and better than expected progress. An additional teacher has been employed so that each pupil receives additional support, weekly, in class and on a 1:1 basis.

The funds are used to provide additional support so that individual pupils' needs are effectively met through a wide range of interventions specifically tailored for them. Thorough and frequent analysis of data helps identify those underachieving, particularly in English and maths. This data along with the knowledge of their teachers, parents and the pupil's own views, help the school identify the needs and any barriers to learning for each Pupil Premium child. All of this information is used to determine the strategies that will be most effective. We aim to remove barriers to learning in academic areas and in their social, emotional, health and well-being