

## Pupil Premium Report

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children, ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The Pupil Premium is allocated to schools per Free School Meals (FSM) pupil (any pupil who has been eligible for Free School Meals during the last six years). It is also allocated to children in care (LAC or CLA), adopted children and those who have parents in the armed services.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils. Since September 2012, schools have been required to publish online information about how they have used the Pupil Premium.



## 2014-15 Financial Year – Impact Review

**our Pupil Premium allocation amounted to: £74,900**

| Intervention                     | Main Objective                                                                                                                                                                                                                                                                                                                                                                                                                     | Cost                                                 | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
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| Bug Club Reading                 | <ul style="list-style-type: none"><li>To engage reluctant readers.</li></ul>                                                                                                                                                                                                                                                                                                                                                       | £1500                                                | <table><tr><th>Reading</th><td></td><td></td><td></td></tr><tr><th>Year Group</th><th>%age achieving Age Related Expectations by July 2015</th><th>%age exceeding Age Related Expectations by July 2015</th><th>Point progress from Sep '14 – July '15</th></tr><tr><td>1</td><td>50%</td><td>25%</td><td>3.0</td></tr><tr><td>3</td><td>30%</td><td>10%</td><td>3.3</td></tr><tr><td>4</td><td>42%</td><td>33%</td><td>3.3</td></tr><tr><td>5</td><td>57%</td><td>29%</td><td>1.5</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                 | Reading               |                               |                                    |                                     | Year Group            | %age achieving Age Related Expectations by July 2015 | %age exceeding Age Related Expectations by July 2015 | Point progress from Sep '14 – July '15 | 1       | 50%        | 25%   | 3.0  | 3           | 30% | 10%  | 3.3 | 4       | 42%   | 33%    | 3.3    | 5     | 57% | 29% | 1.5 |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Reading                          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Year Group                       | %age achieving Age Related Expectations by July 2015                                                                                                                                                                                                                                                                                                                                                                               | %age exceeding Age Related Expectations by July 2015 | Point progress from Sep '14 – July '15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 1                                | 50%                                                                                                                                                                                                                                                                                                                                                                                                                                | 25%                                                  | 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 3                                | 30%                                                                                                                                                                                                                                                                                                                                                                                                                                | 10%                                                  | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 4                                | 42%                                                                                                                                                                                                                                                                                                                                                                                                                                | 33%                                                  | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 5                                | 57%                                                                                                                                                                                                                                                                                                                                                                                                                                | 29%                                                  | 1.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Jepeca                           | <ul style="list-style-type: none"><li>To coach children to be happy, in-control and productive individuals and members of society</li><li>Provide training for professionals and parents/carers to help support individuals</li><li>To coach children with: confidence issues, low self-esteem, low feeling of self-worth, bullying, self-harm, behaviour concerns, stress, anxiety, anger, sadness and feeling unhappy.</li></ul> | £7000                                                | <p>Jepeca – full impact analysis report available (summary graph below)</p> <div><p><b>COMPARISONS OF MEAN SCORES FROM SELF ASSESSMENTS</b></p><table><thead><tr><th>Category</th><th>Initial Assessment Mean Score</th><th>Final Assessment Mean Score</th></tr></thead><tbody><tr><td>BEHAVIOUR HOME</td><td>6.5</td><td>8.0</td></tr><tr><td>BEHAVIOUR SCHOOL</td><td>7.0</td><td>8.2</td></tr><tr><td>CONFIDENCE</td><td>5.5</td><td>8.0</td></tr><tr><td>SELF-ESTEEM</td><td>5.8</td><td>8.0</td></tr></tbody></table></div>                                                                                                                                                                                                                                                                                                                                    | Category              | Initial Assessment Mean Score | Final Assessment Mean Score        | BEHAVIOUR HOME                      | 6.5                   | 8.0                                                  | BEHAVIOUR SCHOOL                                     | 7.0                                    | 8.2     | CONFIDENCE | 5.5   | 8.0  | SELF-ESTEEM | 5.8 | 8.0  |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Category                         | Initial Assessment Mean Score                                                                                                                                                                                                                                                                                                                                                                                                      | Final Assessment Mean Score                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| BEHAVIOUR HOME                   | 6.5                                                                                                                                                                                                                                                                                                                                                                                                                                | 8.0                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| BEHAVIOUR SCHOOL                 | 7.0                                                                                                                                                                                                                                                                                                                                                                                                                                | 8.2                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| CONFIDENCE                       | 5.5                                                                                                                                                                                                                                                                                                                                                                                                                                | 8.0                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| SELF-ESTEEM                      | 5.8                                                                                                                                                                                                                                                                                                                                                                                                                                | 8.0                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Numicon                          | <ul style="list-style-type: none"><li>To raise achievement across mathematics</li></ul>                                                                                                                                                                                                                                                                                                                                            | £3000                                                | <table><tr><th>Maths</th><td></td><td></td><td></td></tr><tr><th>Year Group</th><th>%age achieving Age Related Expectations by July 2015</th><th>%age exceeding Age Related Expectations by July 2015</th><th>Point progress from Sep '14 – July '15</th></tr><tr><td>1</td><td>75%</td><td>25%</td><td>4.5</td></tr><tr><td>3</td><td>30%</td><td>10%</td><td>2.1</td></tr><tr><td>4</td><td>42%</td><td>17%</td><td>2.9</td></tr><tr><td>5</td><td>43%</td><td>14%</td><td>3.2</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                   | Maths                 |                               |                                    |                                     | Year Group            | %age achieving Age Related Expectations by July 2015 | %age exceeding Age Related Expectations by July 2015 | Point progress from Sep '14 – July '15 | 1       | 75%        | 25%   | 4.5  | 3           | 30% | 10%  | 2.1 | 4       | 42%   | 17%    | 2.9    | 5     | 43% | 14% | 3.2 |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Maths                            |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Year Group                       | %age achieving Age Related Expectations by July 2015                                                                                                                                                                                                                                                                                                                                                                               | %age exceeding Age Related Expectations by July 2015 | Point progress from Sep '14 – July '15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 1                                | 75%                                                                                                                                                                                                                                                                                                                                                                                                                                | 25%                                                  | 4.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 3                                | 30%                                                                                                                                                                                                                                                                                                                                                                                                                                | 10%                                                  | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 4                                | 42%                                                                                                                                                                                                                                                                                                                                                                                                                                | 17%                                                  | 2.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| 5                                | 43%                                                                                                                                                                                                                                                                                                                                                                                                                                | 14%                                                  | 3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Trips and residentials           | <ul style="list-style-type: none"><li>To ensure pupil premium children can engage in the full programme of activities</li><li>To develop appropriate social interaction with peers</li></ul>                                                                                                                                                                                                                                       | £1300                                                | <p>All children who wanted to take part in the year 6 residential trip was able to – parents paid the £20 deposit and school paid the balance.</p> <p>Parents of children eligible for pupil premium had the cost of class trips subsidised to enable full participation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                               |                                    |                                     |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Back on Track Maths Intervention | <ul style="list-style-type: none"><li>To improve TAs subject knowledge in maths.</li><li>To accelerate the progress of children struggling with maths.</li><li>To develop resources and a structured approach to intervention which can be used more widely in your school to support low attaining children in maths.</li></ul>                                                                                                   | £850                                                 | <table><tr><th></th><th>Age at time of baseline</th><th>Sandwell entry</th><th>difference between actual and entry</th><th>Sandwell at exit test</th><th>Months Progress</th><th>difference between actual and exit</th><th>Number of lessons</th></tr><tr><td>Child a</td><td>6y 6m</td><td>5y 7m</td><td>-11m</td><td>6y</td><td>5m</td><td>-10m</td><td>24</td></tr><tr><td>Child b</td><td>6y 8m</td><td>4y 11m</td><td>-1y 9m</td><td>6y 9m</td><td>22m</td><td>-3m</td><td>24</td></tr><tr><td>Child c</td><td>7y 4m</td><td>6y 2m</td><td>-2y 2m</td><td>7y 5m</td><td>15m</td><td>-3m</td><td>20</td></tr><tr><td>Child d</td><td>7y 4m</td><td>6y 3m</td><td>-1y 1m</td><td>7y 9m</td><td>18m</td><td>+1m</td><td>20</td></tr><tr><td>Child e</td><td>7y 8m</td><td>5y 4m</td><td>-2y 4m</td><td>7y 4m</td><td>24m</td><td>-8m</td><td>20</td></tr></table> |                       | Age at time of baseline       | Sandwell entry                     | difference between actual and entry | Sandwell at exit test | Months Progress                                      | difference between actual and exit                   | Number of lessons                      | Child a | 6y 6m      | 5y 7m | -11m | 6y          | 5m  | -10m | 24  | Child b | 6y 8m | 4y 11m | -1y 9m | 6y 9m | 22m | -3m | 24  | Child c | 7y 4m | 6y 2m | -2y 2m | 7y 5m | 15m | -3m | 20 | Child d | 7y 4m | 6y 3m | -1y 1m | 7y 9m | 18m | +1m | 20 | Child e | 7y 8m | 5y 4m | -2y 4m | 7y 4m | 24m | -8m | 20 |
|                                  | Age at time of baseline                                                                                                                                                                                                                                                                                                                                                                                                            | Sandwell entry                                       | difference between actual and entry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sandwell at exit test | Months Progress               | difference between actual and exit | Number of lessons                   |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Child a                          | 6y 6m                                                                                                                                                                                                                                                                                                                                                                                                                              | 5y 7m                                                | -11m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 6y                    | 5m                            | -10m                               | 24                                  |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Child b                          | 6y 8m                                                                                                                                                                                                                                                                                                                                                                                                                              | 4y 11m                                               | -1y 9m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 6y 9m                 | 22m                           | -3m                                | 24                                  |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Child c                          | 7y 4m                                                                                                                                                                                                                                                                                                                                                                                                                              | 6y 2m                                                | -2y 2m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 7y 5m                 | 15m                           | -3m                                | 20                                  |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Child d                          | 7y 4m                                                                                                                                                                                                                                                                                                                                                                                                                              | 6y 3m                                                | -1y 1m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 7y 9m                 | 18m                           | +1m                                | 20                                  |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |
| Child e                          | 7y 8m                                                                                                                                                                                                                                                                                                                                                                                                                              | 5y 4m                                                | -2y 4m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 7y 4m                 | 24m                           | -8m                                | 20                                  |                       |                                                      |                                                      |                                        |         |            |       |      |             |     |      |     |         |       |        |        |       |     |     |     |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |         |       |       |        |       |     |     |    |

| Intervention                                                                    | Main Objective                                                                                                                                                                                                                                                                                                                                              | Cost                                                          | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
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| Pastoral Manager and Pupil Premium Champion employed as pastoral support staff. | <ul style="list-style-type: none"> <li>To reduce the number of exclusions</li> <li>To support a higher level of engagement in learning</li> <li>To plan and deliver appropriate social and emotional interventions as required</li> <li>To make appropriate referrals for alternative provision</li> <li>To provide a programme of social skills</li> </ul> | £30,500                                                       | <p>Reduced number of fixed term (FTE) &amp; permanent exclusions (PEX):</p> <table> <tr> <th></th><th>2012 - 13</th><th>2013 - 14</th><th>2014 - 15</th></tr> <tr> <td>FTE</td><td>12</td><td>13</td><td>5</td></tr> <tr> <td>PEX</td><td>2</td><td>1</td><td>1</td></tr> </table> <p>Much improved climate for learning throughout the school and improved engagement in learning.</p> <p>Reduced number of incidents in the school day that become a barrier to learning or a disruption to others accessing their learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         | 2012 - 13 | 2013 - 14 | 2014 - 15 | FTE        | 12                                                            | 13                                                            | 5                                               | PEX | 2   | 1   | 1   |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
|                                                                                 | 2012 - 13                                                                                                                                                                                                                                                                                                                                                   | 2013 - 14                                                     | 2014 - 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| FTE                                                                             | 12                                                                                                                                                                                                                                                                                                                                                          | 13                                                            | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| PEX                                                                             | 2                                                                                                                                                                                                                                                                                                                                                           | 1                                                             | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| Intervention Support                                                            | <ul style="list-style-type: none"> <li>To equip children with SEN and also eligible for pupil premium with the skills needed to access the curriculum.</li> </ul>                                                                                                                                                                                           | £4850                                                         | <p>Those eligible for Pupil Premium:</p> <p><b>Year 1 Phonics (3 children)</b><br/>performed well below the national percentage for pupils who achieved the expected standard (-33%)</p> <p><b>Year 2 (7 children)</b><br/>performed very significantly below overall (3.4) and in all 3 subjects</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| SENCo time with SEN and pupil premium children                                  | <ul style="list-style-type: none"> <li>To establish case studies with children who have SEN and who are eligible for Pupil Premium.</li> <li>To ensure appropriate intervention and support is in place.</li> <li>To work with SEN and Pupil Premium children 1:1 and in small groups to complete assessments to identify need.</li> </ul>                  | £8200                                                         | <p><b>Year 6 (9 children)</b><br/>performed above the national average for similar pupils overall (0.6), well above in Mathematics (1.7), above in Reading (0.7), well below in Writing (1.6) and well below in EGPS (1.2)</p> <table> <tr> <th colspan="4">Reading</th></tr> <tr> <th>Year Group</th><th>%age achieving<br/>Age Related<br/>Expectations<br/>by July 2015</th><th>%age exceeding<br/>Age Related<br/>Expectations<br/>by July 2015</th><th>Point<br/>progress<br/>from Sep '14<br/>– July '15</th></tr> <tr> <td>1</td><td>50%</td><td>25%</td><td>3.0</td></tr> <tr> <td>3</td><td>30%</td><td>10%</td><td>3.3</td></tr> <tr> <td>4</td><td>42%</td><td>33%</td><td>3.3</td></tr> <tr> <td>5</td><td>57%</td><td>29%</td><td>1.5</td></tr> </table><br><table> <tr> <th colspan="4">Writing</th></tr> <tr> <th>Year Group</th><th>%age achieving<br/>Age Related<br/>Expectations<br/>by July 2015</th><th>%age exceeding<br/>Age Related<br/>Expectations<br/>by July 2015</th><th>Point<br/>progress<br/>from Sep '14<br/>– July '15</th></tr> <tr> <td>1</td><td>75%</td><td>25%</td><td>3.0</td></tr> <tr> <td>3</td><td>30%</td><td>-</td><td>2.1</td></tr> <tr> <td>4</td><td>50%</td><td>17%</td><td>3.3</td></tr> <tr> <td>5</td><td>29%</td><td>29%</td><td>3.2</td></tr> </table><br><table> <tr> <th colspan="4">Maths</th></tr> <tr> <th>Year Group</th><th>%age achieving<br/>Age Related<br/>Expectations<br/>by July 2015</th><th>%age exceeding<br/>Age Related<br/>Expectations<br/>by July 2015</th><th>Point<br/>progress<br/>from Sep '14<br/>– July '15</th></tr> <tr> <td>1</td><td>75%</td><td>25%</td><td>4.5</td></tr> <tr> <td>3</td><td>30%</td><td>10%</td><td>2.1</td></tr> <tr> <td>4</td><td>42%</td><td>17%</td><td>2.9</td></tr> <tr> <td>5</td><td>43%</td><td>14%</td><td>3.2</td></tr> </table> | Reading |           |           |           | Year Group | %age achieving<br>Age Related<br>Expectations<br>by July 2015 | %age exceeding<br>Age Related<br>Expectations<br>by July 2015 | Point<br>progress<br>from Sep '14<br>– July '15 | 1   | 50% | 25% | 3.0 | 3 | 30% | 10% | 3.3 | 4 | 42% | 33% | 3.3 | 5 | 57% | 29% | 1.5 | Writing |  |  |  | Year Group | %age achieving<br>Age Related<br>Expectations<br>by July 2015 | %age exceeding<br>Age Related<br>Expectations<br>by July 2015 | Point<br>progress<br>from Sep '14<br>– July '15 | 1 | 75% | 25% | 3.0 | 3 | 30% | - | 2.1 | 4 | 50% | 17% | 3.3 | 5 | 29% | 29% | 3.2 | Maths |  |  |  | Year Group | %age achieving<br>Age Related<br>Expectations<br>by July 2015 | %age exceeding<br>Age Related<br>Expectations<br>by July 2015 | Point<br>progress<br>from Sep '14<br>– July '15 | 1 | 75% | 25% | 4.5 | 3 | 30% | 10% | 2.1 | 4 | 42% | 17% | 2.9 | 5 | 43% | 14% | 3.2 |
| Reading                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| Year Group                                                                      | %age achieving<br>Age Related<br>Expectations<br>by July 2015                                                                                                                                                                                                                                                                                               | %age exceeding<br>Age Related<br>Expectations<br>by July 2015 | Point<br>progress<br>from Sep '14<br>– July '15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 1                                                                               | 50%                                                                                                                                                                                                                                                                                                                                                         | 25%                                                           | 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 3                                                                               | 30%                                                                                                                                                                                                                                                                                                                                                         | 10%                                                           | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 4                                                                               | 42%                                                                                                                                                                                                                                                                                                                                                         | 33%                                                           | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 5                                                                               | 57%                                                                                                                                                                                                                                                                                                                                                         | 29%                                                           | 1.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| Writing                                                                         |                                                                                                                                                                                                                                                                                                                                                             |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| Year Group                                                                      | %age achieving<br>Age Related<br>Expectations<br>by July 2015                                                                                                                                                                                                                                                                                               | %age exceeding<br>Age Related<br>Expectations<br>by July 2015 | Point<br>progress<br>from Sep '14<br>– July '15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 1                                                                               | 75%                                                                                                                                                                                                                                                                                                                                                         | 25%                                                           | 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 3                                                                               | 30%                                                                                                                                                                                                                                                                                                                                                         | -                                                             | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 4                                                                               | 50%                                                                                                                                                                                                                                                                                                                                                         | 17%                                                           | 3.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 5                                                                               | 29%                                                                                                                                                                                                                                                                                                                                                         | 29%                                                           | 3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| Maths                                                                           |                                                                                                                                                                                                                                                                                                                                                             |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| Year Group                                                                      | %age achieving<br>Age Related<br>Expectations<br>by July 2015                                                                                                                                                                                                                                                                                               | %age exceeding<br>Age Related<br>Expectations<br>by July 2015 | Point<br>progress<br>from Sep '14<br>– July '15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 1                                                                               | 75%                                                                                                                                                                                                                                                                                                                                                         | 25%                                                           | 4.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 3                                                                               | 30%                                                                                                                                                                                                                                                                                                                                                         | 10%                                                           | 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 4                                                                               | 42%                                                                                                                                                                                                                                                                                                                                                         | 17%                                                           | 2.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |
| 5                                                                               | 43%                                                                                                                                                                                                                                                                                                                                                         | 14%                                                           | 3.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |           |           |           |            |                                                               |                                                               |                                                 |     |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |         |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |   |     |   |     |     |     |   |     |     |     |       |  |  |  |            |                                                               |                                                               |                                                 |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |

| Intervention                                          | Main Objective                                                                                                                                                                                                                                                                                                                      | Cost                              | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------|-----------------------------------|----------------------------------------------|-------------------------------------------|----------------------------|---------------------------------|-----------------------|-----------------------------------|-------------------------------------------------------|--------------------------------------------|-----------------------------|
| Lunchtime Behaviour Support                           | <ul style="list-style-type: none"><li>To improve the resources available to children at lunchtimes.</li><li>To provide training for MDSAs linked to behaviour management and play.</li></ul>                                                                                                                                        | £3000                             | Reduced number of lunchtime incidents which have also reduced the number of fixed term exclusions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| Inclusion Leader                                      | <ul style="list-style-type: none"><li>To work with children vulnerable to exclusion by providing in class and lunchtime support.</li></ul>                                                                                                                                                                                          | £2500                             | Reduced number of lunchtime incidents which have also reduced the number of fixed term exclusions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| Parent Support Advisor (PSA)                          | <ul style="list-style-type: none"><li>To create a positive link between home and school.</li><li>To work with families who are experiencing unsettling times.</li><li>To work with families on child protection plans or who are at child in need level.</li><li>To work with families who have a poor attendance record.</li></ul> | £1800                             | <p>Improved attendance from 91% (July 2013) to 96% (July 2015).</p> <p>Reduced involvement needed from social care because of early help intervention by the PSA:</p> <p>The Trinity school has a well-established connection with social care. In 2013 the number of children and families being supported by social care were:</p> <table><tr><th>Child Protection Plans in place</th><th>Child In Need support</th><th>Common Assessment Framework (CAF)</th></tr><tr><td>9 children were on CP plans with social care</td><td>1 child had a child in need plan in place</td><td>7 children had an open CAF</td></tr></table> <p>The following data shows the positive impact of the PSA work over the last 2 years. At the present time we have:</p> <table><tr><th>Child Protection Plans in place</th><th>Child In Need support</th><th>Common Assessment Framework (CAF)</th></tr><tr><td>3 children are currently on CP plans with social care</td><td>4 child have a child in need plan in place</td><td>2 children have an open CAF</td></tr></table> | Child Protection Plans in place | Child In Need support | Common Assessment Framework (CAF) | 9 children were on CP plans with social care | 1 child had a child in need plan in place | 7 children had an open CAF | Child Protection Plans in place | Child In Need support | Common Assessment Framework (CAF) | 3 children are currently on CP plans with social care | 4 child have a child in need plan in place | 2 children have an open CAF |
| Child Protection Plans in place                       | Child In Need support                                                                                                                                                                                                                                                                                                               | Common Assessment Framework (CAF) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| 9 children were on CP plans with social care          | 1 child had a child in need plan in place                                                                                                                                                                                                                                                                                           | 7 children had an open CAF        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| Child Protection Plans in place                       | Child In Need support                                                                                                                                                                                                                                                                                                               | Common Assessment Framework (CAF) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| 3 children are currently on CP plans with social care | 4 child have a child in need plan in place                                                                                                                                                                                                                                                                                          | 2 children have an open CAF       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| Life Education Bus                                    | <ul style="list-style-type: none"><li>To provide support for children in the following areas: how the body works, the importance of healthy diet and exercise, safe use of medicines, the risks of tobacco, alcohol and non-prescription drugs and emotional wellbeing (including bullying.)</li></ul>                              | £700                              | The school has achieved Healthy School Bronze Award from Wiltshire Council for its work in improving children overall health (physical and mental).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| Nurture Resources                                     | <ul style="list-style-type: none"><li>To provide the pastoral team with the necessary resources to carry out the planned intervention programmes.</li></ul>                                                                                                                                                                         | £5000                             | Improved climate for learning throughout the school and an increasing engagement in learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| Alternative Provision                                 | <ul style="list-style-type: none"><li>To access alternative provision and provide children vulnerable to exclusion with alternative provision to help re-engage them in learning.</li><li>To access: Equine assisted learning WOLT – forest school Greatwood Horse Power</li></ul>                                                  | £4000                             | <p>Reduced exclusions and reengagement in learning for children vulnerable to exclusion.</p> <p>Case study evidence available for individual children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |
| Total                                                 |                                                                                                                                                                                                                                                                                                                                     | £74,900                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                       |                                   |                                              |                                           |                            |                                 |                       |                                   |                                                       |                                            |                             |

## 2014-15 Impact Data

### Year 1 Phonics

|                      | Cohort | Number<br>A/D <sup>+</sup> | Phonics Screening Check<br>Number<br>achieving<br>expected<br>standard | % School | % National |
|----------------------|--------|----------------------------|------------------------------------------------------------------------|----------|------------|
| All Pupils           | 25     | 0                          | 13                                                                     | 52       | 77         |
| Gender               |        |                            |                                                                        |          |            |
| Male                 | 14     | 0                          | 7                                                                      | 50       | 73         |
| Female               | 11     | 0                          | 6                                                                      | 55       | 81         |
| Disadvantaged pupils |        |                            |                                                                        |          |            |
| Disadvantaged pupils | 3      | 0                          | 1                                                                      | 33       | 66         |
| Other pupils         | 22     | 0                          | 12                                                                     | 55       | 80         |

- The Disadvantaged Pupils performed **well below** the national percentage for pupils who achieved the expected standard (-33%)

### Key Stage 1

|                                | All NC Core Subjects |      |          | Reading |      |          | Writing |      |          | Mathematics |      |          |
|--------------------------------|----------------------|------|----------|---------|------|----------|---------|------|----------|-------------|------|----------|
|                                | School               |      | National | School  |      | National | School  |      | National | School      |      | National |
|                                | Cohort               | APS  | APS      | Cohort  | APS  | APS      | Cohort  | APS  | APS      | Cohort      | APS  | APS      |
| All Pupils                     | 28                   | 14.7 | 16.1     | 28      | 15.3 | 16.6     | 28      | 13.8 | 15.3     | 28          | 15.1 | 16.4     |
| Free School Meals <sup>+</sup> |                      |      |          |         |      |          |         |      |          |             |      |          |
| FSM                            | 7                    | 11.4 | 14.8     | 7       | 11.3 | 15.2     | 7       | 11.0 | 14.0     | 7           | 11.9 | 15.2     |
| Non FSM                        | 21                   | 15.9 | 16.6     | 21      | 16.6 | 17.1     | 21      | 14.7 | 15.8     | 21          | 16.2 | 16.8     |
| Disadvantaged pupils           |                      |      |          |         |      |          |         |      |          |             |      |          |
| Disadvantaged pupils           | 7                    | 11.4 | 14.8     | 7       | 11.3 | 15.2     | 7       | 11.0 | 14.0     | 7           | 11.9 | 15.1     |
| Other pupils                   | 21                   | 15.9 | 16.6     | 21      | 16.6 | 17.1     | 21      | 14.7 | 15.8     | 21          | 16.2 | 16.9     |

- The FSM pupils (7) performed **very significantly below** overall (3.4) and in all 3 subjects
- The Disadvantaged Pupils (7) performed **very significantly below** overall (3.4) and in all 3 subjects

### Key Stage 2

|                                | Mathematics, Reading and Writing (TA) |      |          | Mathematics |      |          | Reading |      |          | Writing (TA) |      |          | English Grammar, Punctuation & Spelling |      |          |
|--------------------------------|---------------------------------------|------|----------|-------------|------|----------|---------|------|----------|--------------|------|----------|-----------------------------------------|------|----------|
|                                | School                                |      | National | School      |      | National | School  |      | National | School       |      | National | School                                  |      | National |
|                                | Cohort                                | APS  | APS      | Cohort      | APS  | APS      | Cohort  | APS  | APS      | Cohort       | APS  | APS      | Cohort                                  | APS  | APS      |
| All Pupils                     | 17                                    | 27.8 | 28.8     | 17          | 28.8 | 29.0     | 17      | 28.1 | 29.0     | 17           | 25.6 | 28.2     | 17                                      | 26.3 | 29.1     |
| Free School Meals <sup>+</sup> |                                       |      |          |             |      |          |         |      |          |              |      |          |                                         |      |          |
| FSM                            | 9                                     | 27.8 | 27.2     | 9           | 29.0 | 27.3     | 9       | 28.3 | 27.6     | 9            | 25.0 | 26.6     | 9                                       | 26.3 | 27.5     |
| Non FSM                        | 8                                     | 27.8 | 29.5     | 8           | 28.5 | 29.8     | 8       | 27.8 | 29.6     | 8            | 26.3 | 28.8     | 8                                       | 26.3 | 29.8     |
| Disadvantaged pupils           |                                       |      |          |             |      |          |         |      |          |              |      |          |                                         |      |          |
| Disadvantaged pupils           | 9                                     | 27.8 | 27.2     | 9           | 29.0 | 27.3     | 9       | 28.3 | 27.6     | 9            | 25.0 | 26.6     | 9                                       | 26.3 | 27.5     |
| Other pupils                   | 8                                     | 27.8 | 29.5     | 8           | 28.5 | 29.8     | 8       | 27.8 | 29.6     | 8            | 26.3 | 28.9     | 8                                       | 26.3 | 29.9     |

- The FSM pupils (9) performed **above** the national average for similar pupils overall (0.6), **well above** in Mathematics (1.7), **above** in Reading (0.7), **well below** in Writing (1.6) and **well below** in EGPS (1.2)
- The Disadvantage Pupils (9) performed **above** the national average for similar pupils overall (0.6), **well above** in Mathematics (1.7), **above** in Reading (0.7), **well below** in Writing (1.6) and **well below** in EGPS (1.2)

## **KS1 - KS2 Progress**

In Reading 89% of FSM pupils (8/9) made expected progress of which:

- 100% made expected progress from KS1 L1 (2/2) - **well above** the national percentage (14) and in line with non FSM
- 67% made expected progress from KS1 L2C (2/3) - **well below** the national percentage (-18) and **well above** non FSM (67)
- 100% made expected progress from KS1 L2B (1/1) - just above the national percentage (4) and in line with non FSM
- 100% made expected progress from KS1 L2A (3/3) - just above the national percentage (1) and in line with non FSM
- 100% made better than expected progress from KS1 L1 (2/2) - **well above** the national percentage (36) and in line with non FSM
- 33% made better than expected progress from KS1 L2C (1/3) - **well above** the national percentage (14) and **well above** non FSM (33)
- 0% made better than expected progress from KS1 L2B (0/1) - **well below** the national percentage (-36) and in line with non FSM
- 67% made better than expected progress from KS1 L2A (2/3) - just above the national percentage (3) and **well above** non FSM (67)

In Writing 89% of FSM pupils (8/9) made expected progress of which:

- 67% made expected progress from KS1 L1 (2/3) - **well below** the national percentage (-28) and **well above** non FSM (67)
- 100% made expected progress from KS1 L2C (2/2) - **above** the national percentage (9) and **well above** non FSM (50)
- 100% made expected progress from KS1 L2B (4/4) - just above the national percentage (2) and in line with non FSM
- 0% made better than expected progress from KS1 L1 (0/3) - **well below** the national percentage (-60) and in line with non FSM
- 0% made better than expected progress from KS1 L2C (0/2) - **well below** the national percentage (-11) and in line with non FSM
- 0% made better than expected progress from KS1 L2B (0/4) - **well below** the national percentage (-34) and in line with non FSM

In Mathematics 89% of FSM pupils (8/9) made expected progress of which:

- 50% made expected progress from KS1 L2C (1/2) - **well below** the national percentage (-27) and **well above** non FSM (50)
- 100% made expected progress from KS1 L2B (2/2) - **above** the national percentage (6) and **well above** non FSM (50)
- 100% made expected progress from KS1 L2A (5/5) - just above the national percentage (1) and in line with non FSM
- 0% made better than expected progress from KS1 L2C (0/2) - **below** the national percentage (-9) and in line with non FSM
- 50% made better than expected progress from KS1 L2B (1/2) - **well above** the national percentage (23) and **well above** non FSM (50)
- 60% made better than expected progress from KS1 L2A (3/5) - in line with the national percentage and **well above** non FSM (10)