

## Pupil Premium Report 2015 - 2016

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.

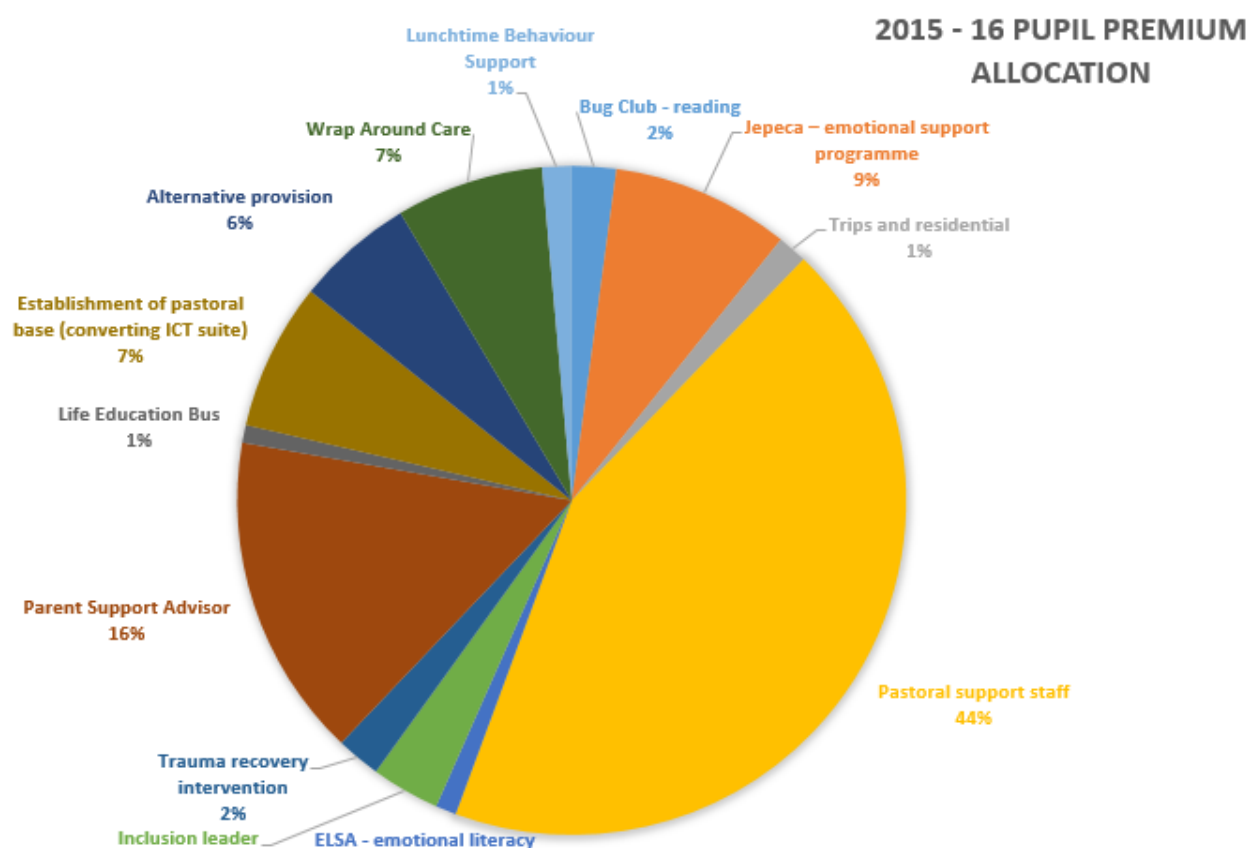
Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils. Since September 2012, schools have been required to publish online information about how they have used the Pupil Premium.



## 2015-16 Financial Year – Plan

our Pupil Premium allocation amounts to: £71,280 and is based on 51 children (30%)

2015 - 16 Allocation	
Bug Club - reading	£1,500
Jepeca – emotional support programme	£7,000
Trips and residential	£1,000
Pastoral support staff	£30,500
ELSA - emotional literacy support assistant (x2)	£700
Inclusion leader	£2,400
Trauma recovery intervention	£1,500
Parent Support Advisor	£11,000
Life Education Bus	£680
Establishment of pastoral base (converting ICT suite)	£5,000
Alternative provision	£4,000
Wrap Around Care	£5,000
Lunchtime Behaviour Support	£1,000



*This plan is indicative of proposals made at the beginning of the academic year. These plans may change as the year develops and information will be provided throughout the year.*

Intervention	Main Objective	Cost	Impact																																																																																	
Bug Club Reading	<ul style="list-style-type: none"><li>To engage reluctant readers.</li></ul>	£1500	<p><u>By July 2016:</u></p> <ul style="list-style-type: none"><li>There was an overall improvement of 12.9% achieving age related expectations (ARE) across the school in reading</li><li>Pupil premium children across the school made an average of 4 tracking points progress (TPs) (3 TPs is the minimum expectation, 3.5 TPs or above is a sign of good progress)</li><li>Year 6 boys have gone from being -0.6 TPs behind ARE to +0.2 TPs above ARE</li><li>Year 6 summer born children made 5 TPs progress (Sep '15 - July '16).</li><li>Year 5 girls have gone from being -0.5 TPs behind ARE to being at ARE</li><li>Year 4 children with an Education Health Care Plan (EHCP) made 8 TPs progress</li><li>Year 2 boys are now +0.5 TPs above ARE (previously at ARE)</li><li>Year 2 pupil premium children have gone from being -0.3 TPs behind ARE to +0.7 TPs above.</li></ul>																																																																																	
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 uses a unique questionnaire built around the individual's life and experiences, which identifies areas where they are experiencing challenge. At this point, goals and desired outcomes are identified and documented, which allows for the remainder of the programme to be designed very specifically around the client's needs.</p> <p>An individual client report is provided at the end of each programme. Below is the summary data for the children in receipt of Jepeca support in the academic year 2015-16.</p> <table><tr><th></th><th colspan="4">Initial Assessment</th><th colspan="4">Final Assessment</th></tr><tr><th></th><th>confidence</th><th>self-esteem</th><th>behaviour (home)</th><th>behaviour (school)</th><th>confidence</th><th>self-esteem</th><th>behaviour (home)</th><th>behaviour (school)</th></tr><tr><td>Child A</td><td>7</td><td>6</td><td>4</td><td>8</td><td>9</td><td>8</td><td>5</td><td>8</td></tr><tr><td>Child B</td><td>1</td><td>8</td><td>8</td><td>8</td><td>7</td><td>9</td><td>8</td><td>8</td></tr><tr><td>Child C</td><td>6</td><td>6</td><td>5</td><td>7</td><td>9</td><td>9</td><td>6</td><td>8</td></tr><tr><td>Child D</td><td>5</td><td>4</td><td>7</td><td>8</td><td>7</td><td>6</td><td>8</td><td>10</td></tr><tr><td>Child E</td><td>5</td><td>4</td><td>5</td><td>7</td><td>8</td><td>8</td><td>9</td><td>8</td></tr><tr><td>Child F</td><td>5</td><td>7</td><td>8</td><td>10</td><td>8</td><td>10</td><td>10</td><td>10</td></tr><tr><td>Child G</td><td>5</td><td>3</td><td>6</td><td>6</td><td>10</td><td>7</td><td>8</td><td>6</td></tr></table>		Initial Assessment				Final Assessment					confidence	self-esteem	behaviour (home)	behaviour (school)	confidence	self-esteem	behaviour (home)	behaviour (school)	Child A	7	6	4	8	9	8	5	8	Child B	1	8	8	8	7	9	8	8	Child C	6	6	5	7	9	9	6	8	Child D	5	4	7	8	7	6	8	10	Child E	5	4	5	7	8	8	9	8	Child F	5	7	8	10	8	10	10	10	Child G	5	3	6	6	10	7	8	6
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Trips and residential	<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>	£1000	<p>3 of the children (11%) that attended the 2 night residential trip to Osmington Bay, Dorset were eligible to Pupil Premium funding. All 3 children attended the trip because of fully funded places and engaged fully in the adventures activity programme.</p> <p>Personal qualities of: self-belief, perseverance, social confidence and mutual respect were developed through a weekend of positive peer interaction.</p>																																																																																	
Pastoral Leader 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></ul>	£30,500	<p><u>By July 2016:</u></p> <ul style="list-style-type: none"><li>There was 1 Fixed Term Exclusion (3½ days) and no permanent exclusions. This a reduction from the 5 FTE and 1 PEX in 2014-15.</li></ul> <p>On average children eligible for pupil premium funding made:</p> <ul style="list-style-type: none"><li>3.9 tracking points progress (TPs) in reading (compared with 3.7 TPs progress for non-PP children)</li><li>4.2 TPs progress in writing (compared with 3.8 TPs progress for non-PP children)</li></ul>																																																																																	

Intervention	Main Objective	Cost	Impact																																				
	<ul style="list-style-type: none"> <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>		<ul style="list-style-type: none"> <li>4.2 TPs progress in maths (compared with 3.4 TPs progress for non-PP children)</li> </ul> <p>The pupil premium champion and pastoral leader have a termly timetable of intervention focused on the needs of individuals identified through: data tracking, external reports from professionals, pupil progress meetings, behaviour reviews and new children joining the school.</p> <p>The following alternative provision was used to support engagement in learning (funded by PP grant for those eligible): Equine assisted learning, forest school, trauma recovery centre.</p> <p>Boxall Profiling is used as a means of tracking the progress made for children in receipt of interventions through the pastoral team:</p> <p>Boxall Data Analysis taken from academic YEAR 2015- 2016.</p> <p>Focus: Pupil Premium children- a group consisting of 4 girls and 6 boys who received intervention throughout the year at different points.</p> <p>N/B: Boxall profiling takes place every 6 months.</p> <p>During the period of September 2015 to July 2016 improvements were made in the following areas highlighted within the Boxall Profile:</p> <table border="1"> <thead> <tr> <th>Boxall categories and "norm score"</th><th>Average score pre-intervention.</th><th>Average score post-intervention.</th><th>Percentage of improvement within Boxall categories.</th></tr> </thead> <tbody> <tr> <td>Purposeful attention (18)</td><td>12</td><td>17</td><td>+28%</td></tr> <tr> <td>Constructive participation (10)</td><td>7</td><td>10</td><td>+30%</td></tr> <tr> <td>Cognitive engagement (7)</td><td>5</td><td>7</td><td>+26%</td></tr> <tr> <td>Emotionally secure (11)</td><td>8</td><td>11</td><td>+24%</td></tr> <tr> <td>Accepting constraints (14)</td><td>7.5</td><td>12</td><td>+32%</td></tr> <tr> <td>Accommodating others (18)</td><td>9.7</td><td>15</td><td>+28.5%</td></tr> <tr> <td>Constructive responses (7)</td><td>3.7</td><td>6</td><td>+33.2%</td></tr> <tr> <td>Maintains Standards (6)</td><td>3.8</td><td>5</td><td>+19.7%</td></tr> </tbody> </table>	Boxall categories and "norm score"	Average score pre-intervention.	Average score post-intervention.	Percentage of improvement within Boxall categories.	Purposeful attention (18)	12	17	+28%	Constructive participation (10)	7	10	+30%	Cognitive engagement (7)	5	7	+26%	Emotionally secure (11)	8	11	+24%	Accepting constraints (14)	7.5	12	+32%	Accommodating others (18)	9.7	15	+28.5%	Constructive responses (7)	3.7	6	+33.2%	Maintains Standards (6)	3.8	5	+19.7%
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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>	£1000	<p>'Play Pals' Training was provided during the academic year 2015-16 for lunchtime staff. This was led by a behaviour coach from Play-Up Bath.</p> <p>The outcome and impact of the training has been that MDSAs:</p> <ul style="list-style-type: none"> <li>- interact more with the children in play</li> <li>- are more positive towards children in their discussion around values and rules</li> <li>- are trusting children more to use equipment safely and sensibly</li> </ul> <p>Overall, this has resulted in lunchtimes being a much calmer, more positive time of the school day.</p>																																				
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>	£2400	<p>The work of the inclusion leader has been focused around reducing vulnerability to exclusion for specific children. The children who received previous fixed term exclusions (FTE) did not receive any FTE during the academic year.</p>																																				

Intervention	Main Objective	Cost	Impact
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>	£11,000	<p>A parent support advisor has been employed for 12 hours per week from February 2016 (6 months of the academic year 2015-16).</p> <p>During this time the PSA has been integral to achieving the following outcomes:</p> <ul style="list-style-type: none"> <li>- reducing the number of disadvantaged children on child protection and child in need plans by working as early as possible with families vulnerable to concerns escalating</li> <li>- ensuring plans put in place to improve attendance are carried through and evaluated regularly. This has involved home visits and support for families who had persistent late marks or absences</li> <li>- mediate sessions between parents who are going through separation to limit the impact of the negative emotions on the children</li> <li>- improving liaison with social care and education welfare services to ensure plans are progressing to improving attendance and child welfare for children when they are not directly in the care of the school</li> <li>- embedding the work of the Devizes and Lavington Multi-Agency Forum to ensure best practise is shared across the cluster of schools and pre-school settings.</li> </ul>
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>	£680	<p><b>Health, Wellbeing and Drugs Education</b></p> <p>Coram Life Education is the leading provider of health, wellbeing and drugs education to children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'. Trained Educators use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination amongst children.</p> <p>Pupil Premium funding was used to ensure every child had access to the life education bus during the academic year 2015 -16 as part of their PSHE work.</p>
Establishment of a Pastoral Base	<ul style="list-style-type: none"> <li>To set up a pastoral base for staff and children to use when developing social, emotional aspects of learning.</li> <li>To provide the pastoral team with the necessary resources to carry out the planned intervention programmes.</li> <li>To increase engagement in learning.</li> <li>To reduce disruptive behaviours that have the potential to lead to exclusions.</li> </ul>	£5000	<p><b>* see Boxall profiling summary grid to show impact of the pastoral base</b></p> <p>The computer suite was transformed into 'The Sanctuary' in January 2016. The pupil premium funding has been used to create an additional learning space that can be accessed to all vulnerable children at a time that meets their needs. During the academic year 2015-16 this has meant that:</p> <ul style="list-style-type: none"> <li>- children vulnerable to exclusion have received 1:1 and small group support as part of their reintegration into the mainstream classroom</li> <li>- children with emotional instability and low self-esteem have been able to access ELSA sessions</li> <li>- social skills intervention groups have supported children on specific aspects of targeted improvement (as identified through the Boxall profile)</li> <li>- children who have previously become disengaged in learning have been able to reengaged due to the focused and individualised support available</li> </ul> <p>The Sanctuary is not a nurture room where children are educated for long periods of time away from their peers. It is a focused learning environment created to ensure disadvantaged learners can access their learning in a way that enables them to succeed. Any child receiving group sessions in The Sanctuary is also part of their main class.</p>

Intervention	Main Objective	Cost	Impact
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>Alternative provision has been provided for 3 children. This has included programmes of support involving outdoor learning e.g. forest school and equine therapy. Individual reports are produced by the providers of the alternative provision and these are stored securely in school.</p> <p>Equine Assisted Learning focuses on children who have:</p> <ul style="list-style-type: none"> <li>• Special educational needs</li> <li>• Poor literacy or numeracy skills</li> <li>• Learning difficulties</li> <li>• Behavioural difficulties</li> <li>• low self confidence</li> <li>• low self esteem</li> <li>• poor communication skills</li> <li>• depression</li> </ul> <p>Summary of the Forest School work: The Wiltshire Outdoor Learning Team (WOLT) have the unique ability to engage challenging and difficult young people. One of the keys to their success is the way in which they develop individuals' often fragile self-confidence. They achieve this in a number of ways, but primarily by getting them to do what they are afraid to do in a secure, safe way. The WOLT also develop skills around self-discipline, co-operation and team work.</p>
To establish before school breakfast provision.	<ul style="list-style-type: none"> <li>To provide those not eating breakfast with a healthy start to the day.</li> <li>To provide a positive start to the day.</li> </ul>	£5000	The wrap around care provision has been established and is running well. The school provides a breakfast club from 7:30 - 8:30am Monday - Friday during term time. This is now run by the Pastoral Leader and a Teaching Assistant. The group has grown in size from 3 to 12 over the last 6 months. The children are provided with a choice for a healthy breakfast, a calm start to their day, an opportunity to socialise or to complete homework / reading. The school uses pupil premium money to subsidise this provision, enabling disadvantaged children to access it as part of the program to promote healthy life choices and to encourage families to have a positive start to their day.
To run ELSA provision and provide mentoring for 3 ELSAs	<ul style="list-style-type: none"> <li>To provide mentoring and coaching for the 3 school based ELSAs.</li> <li>To resource ELSA appropriately.</li> <li>To ensure the children are receiving ELSA as appropriate and measuring the impact.</li> </ul>	£7000	The school now has 3 fully trained ELSAs who are supervised by the local Educational Psychologist. The team of ELSAs have a timetable of support programmes which run from The Sanctuary. The 3 ELSAs identify children using school data reports and direct observations of children in school following discussions and referrals from other staff. ELSA resources have been purchased to ensure the sessions delivered are of a high quality and run regularly.
Certificate in Therapeutic Mentoring	<ul style="list-style-type: none"> <li>The pastoral leader is to complete the certificate in therapeutic mentoring.</li> <li>For the pastoral manager to be well equipped to support the most vulnerable children in the school.</li> </ul>	£1500	<p>The pastoral leader has completed her certificate in therapeutic mentoring and uses this effectively as part of her everyday work in running interventions and leading the work in The Sanctuary.</p> <p>Through the certificate in therapeutic mentoring the pastoral leader has opened up wider networking opportunities with other colleagues and resources like the Trauma Recovery Centre, who the school is now working closely with on a number of levels to strengthen the pastoral support provided to children.</p>
	<b>Total</b>	<b>£71,280</b>	

# Pupil Premium and Service Children Report

## Point to Point Evaluation: **Reading**

Group	Baseline: July 2015		End point: July 2016		Progress Summary		
	Assessment	ARE Comp	Assessment	ARE Comp	progress	expected progress	progress comparison
ALL CHILDREN [169 100.0%]	13.8	-0.3	17.4	+0.4	+3.8	+3.0	+0.8
FSM [26 15.4%]	13.6	-2.8	16.7	-1.6	+4.0	+3.0	+1.0
NO FSM [142 84.0%]	13.9	+0.1	17.5	+0.7	+3.7	+3.0	+0.7
PUPIL SERVICE PREMIUM [49 29.0%]	15.1	-2.2	18.6	-1.3	+3.8	+3.0	+0.8
NOT PUPIL SERVICE PREMIUM [119 70.4%]	13.3	+0.5	16.8	+1.0	+3.7	+3.0	+0.7
PUPIL PREMIUM [47 27.8%]	14.8	-2.3	18.5	-1.3	+3.9	+3.0	+0.9
NOT PUPIL PREMIUM [121 71.6%]	13.5	+0.5	16.9	+1.0	+3.7	+3.0	+0.7
SERVICE CHILDREN [2 1.2%]	21	+1.5	22.5	0.0	+1.5	+3.0	-1.5
NOT SERVICE CHILDREN [166 98.2%]	13.7	-0.3	17.3	+0.4	+3.8	+3.0	+0.8

## Point to Point Evaluation: **Writing**

Group	Baseline: July 2015		End point: July 2016		Progress Summary		
	Assessment	ARE Comp	Assessment	ARE Comp	Progress	Expected Progress	Progress Comparison
ALL CHILDREN [169 100.0%]	13.3	-0.8	17	0.0	+3.9	+3.0	+0.9
FSM [26 15.4%]	13	-3.3	16.1	-2.1	+4.0	+3.0	+1.0
NO FSM [142 84.0%]	13.4	-0.4	17.2	+0.4	+3.9	+3.0	+0.9
PUPIL SERVICE PREMIUM [49 29.0%]	14.7	-2.5	18.6	-1.3	+4.1	+3.0	+1.1
NOT PUPIL SERVICE PREMIUM [119 70.4%]	12.7	-0.2	16.4	+0.6	+3.8	+3.0	+0.8
PUPIL PREMIUM [47 27.8%]	14.5	-2.7	18.4	-1.4	+4.2	+3.0	+1.2
NOT PUPIL PREMIUM [121 71.6%]	12.9	-0.1	16.5	+0.6	+3.8	+3.0	+0.8
SERVICE CHILDREN [2 1.2%]	20	+0.5	23.5	+1.0	+3.5	+3.0	+0.5
NOT SERVICE CHILDREN [166 98.2%]	13.2	-0.9	16.9	0.0	+3.9	+3.0	+0.9

## Point to Point Evaluation: **Mathematics**

Group	Baseline: July 2015		End point: July 2016		Progress Summary		
	Assessment	ARE Comp	Assessment	ARE Comp	Progress	Expected Progress	Progress Comparison
ALL CHILDREN [169 100.0%]	13.5	-0.5	17	0.0	+3.6	+3.0	+0.6
FSM [26 15.4%]	13.2	-3.1	16.3	-2.0	+3.9	+3.0	+0.9
NO FSM [142 84.0%]	13.6	-0.1	17.2	+0.4	+3.6	+3.0	+0.6
PUPIL SERVICE PREMIUM [49 29.0%]	14.7	-2.5	18.6	-1.3	+4.1	+3.0	+1.1
NOT PUPIL SERVICE PREMIUM [119 70.4%]	13.1	+0.3	16.4	+0.6	+3.4	+3.0	+0.4
PUPIL PREMIUM [47 27.8%]	14.5	-2.6	18.4	-1.4	+4.2	+3.0	+1.2
NOT PUPIL PREMIUM [121 71.6%]	13.2	+0.3	16.5	+0.6	+3.4	+3.0	+0.4
SERVICE CHILDREN [2 1.2%]	19	-0.5	22	-0.5	+3.0	+3.0	0.0
NOT SERVICE CHILDREN [166 98.2%]	13.5	-0.5	17	0.0	+3.6	+3.0	+0.6