



St Mary's CE School Pupil Premium Plan Review September 2015- July 2016

Pupils Eligible for Pupil Premium funding – 16

Total funding for financial Year 2015/16 - £18802

Focus	Brief summary of intervention	Cost	Desired outcome	Impact (on review)
Early intervention	Interventions from support teachers in maths and phonics leading catch up groups	Proportion of salaries £4011	Improved skills in maths and phonics. Pass phonic screening check	100% PP pupils passed phonic screening check All pp pupils made measurable progress in reading, writing and maths
Class based interventions	Specific intervention programmes eg Time to Talk, Social Skills group, Working memory group – proportion of TA salaries	Proportion of salaries £10339	Pupils make progress in identified areas of need	PP pupils met language targets All Y6 pp pupils prepared for transition. Reports from secondary schools verify this.
Class based interventions Additional resources	Books for ACFT support Release time for attendance working memory group Materials Working memory group	£50 £50 £25	Those needing emotional support develop strategies to regulate behaviour and good learning behaviours	Target pupils developed strategies to develop working memory Pupils supported with emotional difficulties showed signs of self regulating behaviour
Readiness for learning	Funded places at daily breakfast club Additional places at breakfast club – SATs readiness	£200 £25	Pupils are settled in school and ready to learn	Minimal disruption at beginning of school day. Pupils settled and ready to learn.
Developing social skills Enrichment	Funding for residential visits and trips	£100	Pupils engaging with others socially All pupils experiencing enrichment opportunities	All PP pupils attended residential visits and developed social skills and engagement. All PP pupils attended swimming sessions

Staff member employed part way through year. PP funding not apportioned so figure not taken into account on the original balance.

All pupils in receipt of pupil premium who were not on the special needs register made progress that was at least as good as those who were not pupil premium.

In Key stage 1, 100% of pupils in receipt of pupil premium and not on the SEN register did better than pupils not in receipt of Pupil premium in reading, writing and maths.

In Key stage 2, two pupils who were in receipt of pupil premium and not on the SEN register did not do as well as those not in receipt of pupil premium, and the rest of the pupil premium pupils without SEN did better than those not in the pupil premium group.