

Lymington CE (Aided) Infant School Pupil Premium Funding Information

Financial Year April 2015- March 2016

End of Academic Year Impact recorded July 2016

Free School Meal Pupils: 19

Amount Per FSM Pupil £1320

Total Budget allocation: **£27580**

Including other premium funding pupils 4 (2x£300 +1x£1900)

Allocation and Impact

Allocation	Aim	Impact
Training for staff	<p><i>Maths Factor Training</i> <i>Structured Resources: Supporting and developing children's mathematical understanding</i> <i>Creating a reading community: strategies for developing a reading for pleasure culture across the school</i></p>	<p>Impact on pupils: See Pupil attainment data for y1 and 2 below</p>
Nurture group	<p>To support pupils' self-esteem, attitude to learning, sense of well-being and enjoyment of school <i>Weekly provision for small groups of children</i></p>	<p>Improved self-esteem and better working relationships with peers / adults in classroom. Improved attitude to learning noticeable increase in 'stamina' and ability to concentrate on tasks for longer periods</p>
ELSA and Speech and Language Support	<p>To work 1/1 with pupils to ensure the children are able to participate and give them the opportunity to experience new and challenging activities and undertake speech and language programmes with pupils <i>Supports individuals 1/1 basis in timed afternoon sessions</i></p>	<p>Children more settled in school and manage temporary area of difficulty / challenge' well. Positive impact on engagement and pupil progress.</p>
Parent Support Advisor	<p>To support family self-esteem, attitudes to learning, sense of well-being and enjoyment of school. <i>Available to converse and advise parents by appointment.</i> <i>Training to support Triple P parenting programme</i> <i>Parent and under 5's group</i></p>	<p>Improved relationship with parents and families generally, leading to improved quality of learning and attainment for children. In most cases, improved behaviour and punctuality where this was previously a problem</p>

Allocation	Aim	Cost	Impact
Funding curriculum enhancement	To enhance the curriculum, ensure the children are able to participate and to give the children the opportunity to experience new and challenging activities. Purchase of home/school books Museum Membership Speech Link renewal Talk for writing training	150 150 195 £495	Pupil's attitude and disposition has improved throughout the year. Barriers to learning linked to comprehension of language supported via speech link resources in the classroom.
Funding places on school trips	To enhance the curriculum, ensure the children are able to participate and to give the children the opportunity to experience new and challenging activities. <i>Funding for admission fees only</i>	£50	Has enabled children to benefit from an enriched curriculum and helps maintain positive attitudes to learning and school life generally.
Funding club activities	To ensure the children are able to participate and to give the children the opportunity to experience new and challenging activities. <i>Towards funding club fees including sport, music & cookery</i>	£673	Has helped maintain good working relationship with parents and improved children's attitude to sport/ music etc all of which has helped maintain good progress and attainment.
Provision of school uniform	To aid inclusion and support the child's well being <i>Uniform, book bags, PE and personal hygiene</i>	£275	Improved personal care and therefore social integration in classroom.
Allocation	Aim	£	Impact
Staff provision	Teaching Assistant additional hours <i>Maths Intervention/Phonics Intervention/ 1:1 support</i> <i>1st Class @ Number intervention</i> <i>Catch up Literacy</i> <i>ELSA Supervision</i> <i>Language Support</i> <i>Nurture Group Supervision & Yr R Nurture</i> Staff Training <i>Structured Resources: Supporting and developing children's mathematical understanding</i> <i>Creating a reading community: strategies for developing a reading for pleasure culture across the school</i>	£6800 £2300 £2300 £1500 £3480 £8800 £25180 £220 £125	See data for Reading, Writing and Maths below
Stay and Play club	Provision of care during holidays & after school	£781	
		Total Spend	
		£27799	

Impact: Academic Progress and Attainment of Pupils receiving the Pupil Premium

With changes to the National Curriculum and Assessment procedures it is difficult to report on progress and attainment compared to last year's data. There is currently no comparison of progress with National Curriculum standards as this is the first year of reporting using the new assessment criteria. End of Key Stage data for Year 2 shows that 70% of disadvantaged pupils achieved or exceeded the Age Related Expectation for Reading and Writing, whilst 80% achieved ARE for Maths. A focus for improvement will be improving the percentage of children achieving attainment at 'Greater Depth Standard' (GDS)

Children in receipt of Pupil Premium in Year 1 make up a very small proportion of the total cohort (7%). In Year 1, 75% of pupils have attained ARE for reading against 76% of non-pupil premium children (81% for the entire cohort). In writing, this figure is lower at 50%, compared with 76% of the cohort, although it should be remembered that this is one pupil. In maths, pupil premium children achieving ARE totalled 75% against 79% of non-pupil premium children. Current practice in Year R also clearly demonstrates that children are well supported to make a good level of development with 100% of pupils achieving the Early Learning Goal for Reading and Maths. Additional LSA support for both emotional and fine-motor skills development in EYFS have supported an 80% ELG achievement. Innovative activities such as 'dough disco' have improved children's pencil grip and helped them to develop a positive attitude to writing, with children using their 'Song of Sounds' knowledge to write phonetically from an early stage in their Reception year.

Impact: 'Soft Skills'

The overall impact of interventions to support children's independence, working memory, self-esteem and personal skills cannot always be measured accurately. The general consensus through observations made, as in previous years is that children clearly demonstrate:

- Increased independence – have the 'tools' to be independent readers, writers and mathematicians
- Greater perseverance and resilience – can cope with getting it wrong and can work through a problem
- A sense of belonging through participation – becoming more noticeable in class and in clubs
- Improved social skills – active listening, communication and turn taking
- Ability to express own needs/wants/opinion with greater confidence