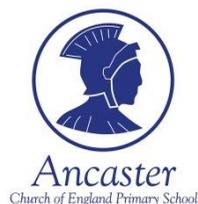


Ancaster Church of England Primary School

Impact Summary of planned allocation of Pupil Premium and Service Premium Funding 2015-16

<p>Current pupil Premium Numbers: 30 FSM: 23 Ever 6: 7 Total funding: £39,600</p>				
Provision	Rationale	Planned impact	How the impact will be measured	Measured Impact Summary
Assertive Mentoring System	To ensure that every child develops the resilience and understanding of their responsibility for their progress through assessments, target setting and mentoring meetings	Children meet or exceed the targets set for them within attitude criteria as well as attainment.	Termly tracking & reporting Data – termly & annual	The initial data evidences excellent attainment and progress by the vast majority of PP pupils (who are not SEND), who are matching the achievements of their non-FSM peers, meeting their targets and age related expectations and exceeding them in many cases. This demonstrates that effective strategies are being used to target children through Class teaching and interventions led by Teaching Assistants.
2 x Teaching Assistant level 1	To provide every class with a Teaching Assistant, at least every morning, so that the needs of children receiving pupil premium funding can be fully	Identified Pupil premium and service premium children make at least expected progress, meeting their targets.	Data analysis Tracking systems checked each term.	



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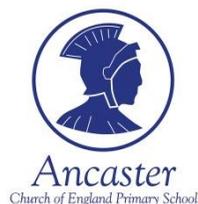
	met in a classroom context.			
TA with pupil premium responsibility - afternoons	To provide high quality targeted intervention sessions, using small achievable and measurable targets, to individuals or small groups of children identified through assertive mentoring.	Children meet their targets within a set time frame	Data Pupil Premium clinics Observable & anecdotal	This provision was altered through the year due to specific needs of individuals. The initial data evidences excellent attainment and progress by the vast majority of PP pupils (who are not SEND), who are matching the achievements of their non-FSM peers, meeting their targets and age related expectations and exceeding them in many cases. This demonstrates that effective strategies are being used to target children through Class teaching and interventions led by Teaching Assistants.
1:1 & small group teaching with their own class teacher	For class teachers to provide High quality targeted support, , to ensure vulnerable children meet expected levels or better in core areas.	Children meet/exceed age related expectations in English and maths.	Data	Due to long-term illness this provision was not fully accessed. However, in class provision was a focus for the year and all Pupil Premium children
Wider experiences	Learning outside of the classroom is	Children will gain wider first hand experiences which will	Observable/anecdotal	Cooking was one of the activities that children identified as high on their list of preferences and



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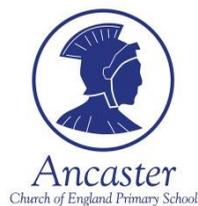
	<p>essential to pupil development and has a significant impact on learning within the classroom. Therefore planned experiences, both with their wider peer group (such as cooking weeks) as well as targeted groups (linked to individual interests and needs) will be planned throughout the year.</p>	<p>impact on their views of the world, vocabulary, writing skills, social skills and lead to higher aspirations.</p>	<p>one that we wanted to promote in order to develop life skills and healthy living. All pupil premium children have cooked three times this year (in addition to any class based cooking as part of the whole curriculum), with two of these sessions being just for pupil premium children. These sessions have involved pupils planning what to cook and preparing, cooking and tidying away. All children reported that they really enjoyed these sessions, were developing their cooking skills and understanding of healthy eating. Some children reported that they are cooking more frequently at home as a result of school cooking because they have asked to do more or families have realised that it is a pleasurable and worthwhile activity to share.</p> <p>From interviews held earlier this year, the children identified visits and visitors to be high on their list of priorities which coincided with staff comments that one of the greatest deficits prevalent for Pupil Premium children was their lack of wider experiences. Class teachers have planned a variety of trips to support the curriculum and these have been free for all Pupil Premium children. In</p>
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Impact Summary of planned allocation of Pupil Premium and Service Premium Funding 2015-16

				<p>addition to this, this term we invited Tony Butler Exotic Animal Encounters to visit for 2 days, providing all children with opportunities to learn first-hand and handle a variety of unusual animals. This not only gave them real experiences to link to their science work and inspire writing, but engendered awe and wonder. This has been by far the children's favourite experiences to date and has been reported by parents that the children had been far more animated than usual at talking about it at home.</p>
Targeted resources	<p>Resources linked directly to areas of need will be purchased to enhance the provision for pupil and service premium children in school. E.g. high interest-lower ability reading books. Bikes and</p>	<p>Children will have access to high quality resources to motivate and inspire them to meet their individual targets.</p>	<p>Data Observable/anecdotal</p>	<p>Each class teacher was allocated £100 per child, to spend on resources that would directly support or enhance the learning experiences of each child. This money has been spent in a variety of ways, from resources to support social interaction, imaginative play and co-operation through small world resources and practical hands-on maths and science equipment to focused sensory resources for children with specific diagnosed needs. Teachers have reported direct benefits and this is to be repeated next year. However, not all of the</p>



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	scooters to develop physical co-ordination and strength in EYFS, purchase of DARE tuition and resource for Year 6			money has been spent and further work needs to be done to ensure that this money is strategically planned for in more depth and spent by teachers to best benefit each child.
Subsidised clubs including breakfast club	To ensure all pupils have the opportunity to start each day on time, having eaten a healthy breakfast and have the same chance as non-disadvantaged pupils to access wider learning opportunities.	Children will start the school day on time and ready to learn. They will access clubs to ensure they experience wider learning and social opportunities.	Observable/anecdotal	Very few children have accessed this provision, this provision needs to be targeted for next year with a different approach.