



Ancaster Church of England Primary School

Impact of Pupil Premium and Service Premium Funding Academic Year 2015-15

Number of Pupil Premium Pupils: 33 Total funding: £29,900			
Provision	Rationale	Planned impact	Measured impact – evidence (July 2015)
Teaching Assistants 1 x level 2 (KS2), 1 x level 1 (KS1)	To provide short-term, targeted interventions in areas of need identified through on-going assessments in order to close the gap in achievement and/or accelerate progress.	Identified Pupil premium and service premium children make at least expected progress, meeting their targets.	<p>In Key Stage 1 100% of pupil premium children met or exceeded their targets in Reading, Writing and Maths.</p> <p>In Key Stage 2 all identified children, working with the TA2 made expected or better progress, meeting or exceeding their targets.</p> <p>Overall Pupil Premium Average Point Score (APS) Progress Made 2014-15 – Summary: (KS1 school expectation for Good to Outstanding progress = 5 points) KS1 Reading APS – 5.8</p> <p>KS2-Reading APS –3.9</p> <p>KS1 Writing APS – 6.0 (KS2 school expectation for Good to Outstanding progress = 4 points) KS2 –Writing APS – 3.9</p> <p>KS1 Maths APS– 5.3</p>



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			<p>KS2 Maths APS – 3.8</p> <p>(On average, across the school, children made good or better progress.)</p>
Lunchtime supervisor	Provide additional staffing, to ensure that all pastoral needs are effectively met and lunchtime games and activities can be organised and monitored.	All groups of children interact and play together as equals, developing the social and emotional skills vital for life.	Children interviewed commented that they felt safe at break times as there are always easily identifiable members of staff in all areas of the school. One child commented that staff help them to play by organising games and another child commented that they had begun to deal better with playtime disagreements as staff help them to talk through issues with their friends.
1:1 & small group tuition (Predominantly in Year 6)	High quality targeted support, taught by a qualified teacher, to ensure vulnerable children meet expected levels or better in core areas.	Children meet/exceed age related expectations in English and maths.	Interviews with pupils and feedback from the 1:1/group tutor report that individuals made good progress on the smart targets they worked on to close gaps and extend the more able. Significant impact on confidence and self esteem was reported. Within the main Year 6 group – 60% of these children either met or exceeded their target making good or better progress, of the 40% (2 pupils) who narrowly missed their aspirational targets, all met or exceeded national expectations.
Wider experiences	Learning outside of the classroom is essential to pupil development and has a significant	Children will gain wider first hand experiences which will impact on their views of the world, vocabulary, writing	Following interviews with all children eligible for the pupil premium, many wider experiences were planned including: Class Topic Visits (half price or free for PP) Multi-cultural week: Dance/Music



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	<p>impact on learning within the classroom. Therefore planned experiences, both with their wider peer group (such as theatre visits) as well as targeted group (linked to individual interests and needs) will be planned throughout the year.</p>	<p>skills, social skills and lead to higher aspirations.</p>	<p>Clay totem Glass workshop National Trust Day (Y3/4 with collaboration partnership) Bike It Day (Year 6) Bike It Project with Sustrans</p> <p>Follow-up interviews with pupils report increased enjoyment in learning and engagement in follow-up activities.</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>A whole school PSHE scheme was purchased to impact upon the personal, social, health and emotional learning of our most vulnerable children in a whole school context. Children interviewed expressed that they enjoyed the sessions, learned about how to deal with issues and emotions in their wider lives as well, such as bullying, e-safety etc. Teachers reported children talk with greater confidence and knowledge about areas of study which is beginning to have an impact on their progress throughout the curriculum.</p> <p>DARE Project – The class teacher and pupils reported a great impact on the self-esteem and well-being of all children alongside teaching them ways in which they can develop better skills at being safe and evaluating situations.</p>



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	<p>scooters to develop physical co-ordination and strength in EYFS, purchase of DARE tuition and resource for Year 6</p>		<p>KS1 outdoor area – The development of this outdoor area has enable all KS1 children to learn in practical and physical activities to match their learning styles. All KS1 pupil premium children made good or better progress.</p> <p>EYFS small world & outdoor resources - 80% of EYFS Pupil Premium children achieved a good level of development in Communication and Language with the remaining 20% (1 child) having made significant progress from their starting point. 100% of EYFS pupil premium children made a good level of progress or better in Physical Development.</p>
<p>Subsidised clubs including breakfast club</p>	<p>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.</p>	<p>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.</p>	<p>Pupils eligible for the pupil premium who attended breakfast and other clubs, reported a greater readiness for learning and increase in self esteem and relationships built with their peers. The majority of our clubs are free to all children, with the exception of pottery club.</p> <p>Breakfast club uptake was very low and the publicity for this needs to be more targeted moving forwards.</p>



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