

## Pupil premium expenditure and impact 2015-16

In view of the small number of pupils receiving the premium, care is taken in this report not to identify individuals



**Total income from Premium £17,075**

**Total of pupils (FSM, FSM6, LAC, Service): 14**

### **Supplementary support provided by Teaching Assistants under Learning Support guidance**

SEN TA support in Reception  
Arch reading volunteer in Year 3  
Literacy intervention in Year 3&5  
Play therapist support and training for Reception  
TA mentor in Year 4  
Occupational Therapist in Year 4  
Maths support in Year 4

**Total cost of TA time: £14400**

### **Other expenditure**

Medical and Psychological Services: £303  
Residential Educational Trip: £145  
Transport to and from school: £504  
Educational Resources (Numeracy and Literacy): £295.75  
ELSA course: £700  
Dyslexia training for support in Year 3: £400  
ASD training: £500

**Total: £2848**

### **Impact**

Maintaining attendance in school.

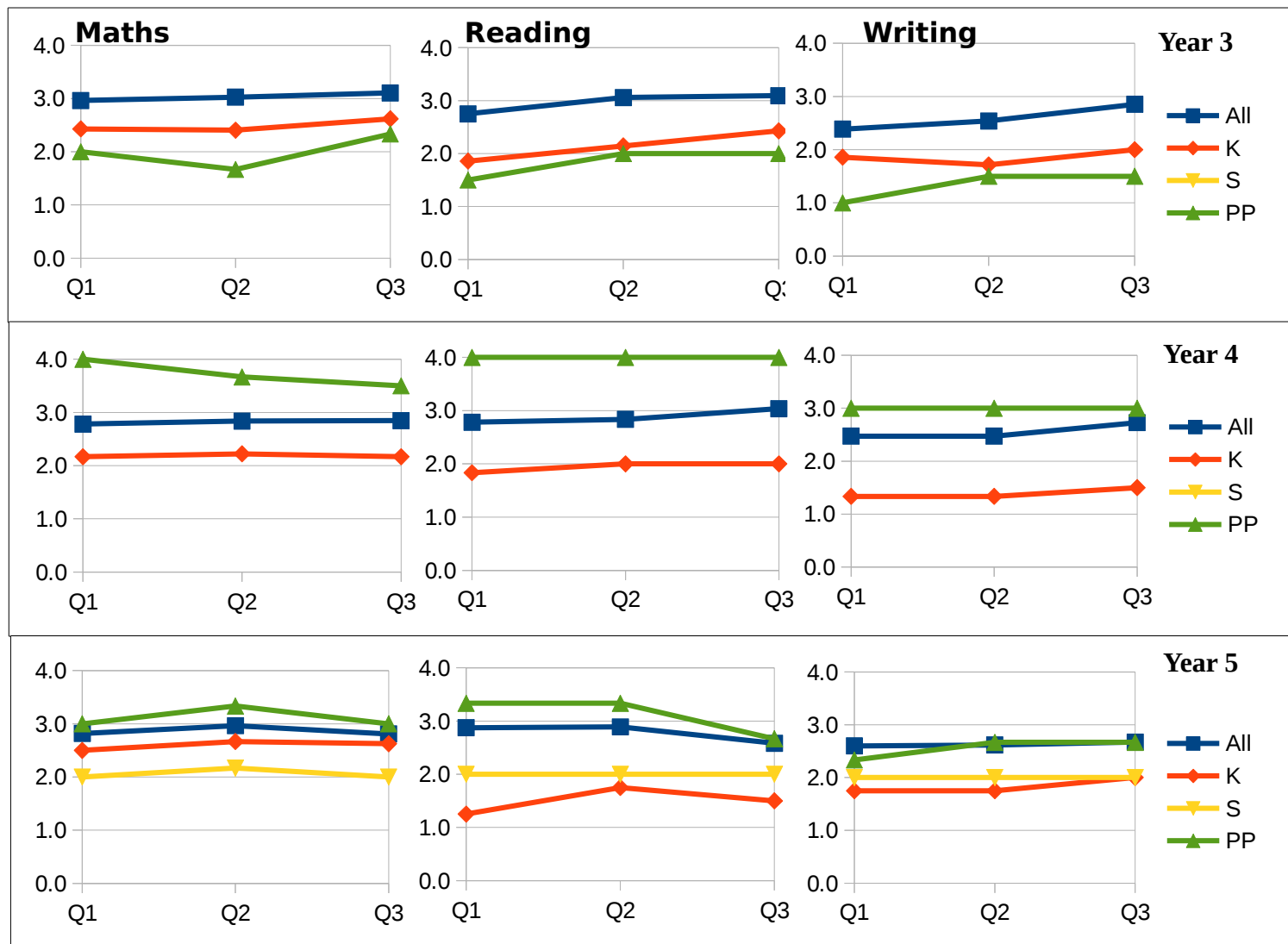
Improved social integration.

Improved self-esteem and self-confidence.

In terms of progress and attainment in the key UK judgement areas of Numeracy and English Literacy, our PP pupils are matching, or in most cases exceeding the levels achieved by the whole year groups.

For the following analysis on the next page it should be kept in mind that the number of relevant PP pupils is very small, and therefore the data is highly sensitive to results of any single pupil.

The charts show the progress of Pupil Premium, SEN and All pupils in the three year groups relevant to Pupil Premium so far over this academic year. The scale is that of the European Schools. The criteria for the four point scale are given below. These are consistently applied across the year and therefore normal progress is represented by a horizontal line in the charts.



Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Independence	Use/Application
1	Indicates little understanding of concepts. Serious gaps in achievement of competences. Not able to build on what is learned and unable to continue.	Incorrect results, many mistakes caused by lack of understanding and lack of comprehension.	Very dependent on teacher's help.	Unable to use the competence in common or simple situations.
2	Partial understanding. Gaps in achievement of competences. The competence needs to be further developed and practised.	Frequent mistakes, often caused by lack of understanding.	Usually works under the teacher's or other pupil's guidance.	Able to use competence in common or simple situations only.
3	Good understanding. Some gaps remain. There is room for further acquisition.	Rare mistakes caused by inattention, or misunderstanding.	Works almost independently; sometimes needs encouragement.	Use of the competences with confidence. Use of learned strategies.
4	Deep understanding. High achievement. Pupil is able to explain the issue to others.	Accurate work. Rare mistakes.	Works independently, showing self-confidence.	Use of the competence in different situations and contexts; ability to create own strategies.