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| Boskenwyn Primary School  Pupil Premium 2015-2016 | | | | |  |
| Total number of pupils and pupil premium grant received April 2015 | | | Year end March  2016 | Impact/outcomes | |
| Total number of pupils on roll | | 33 |  | Yearly Review  Pupil Premium funding for 2015/16 has supported academic attainment and progress. It has been equally important in supporting the emotional and social development of children, which will have a longer term ‘knock-on’ effect on their academic attainment and progress and children’s sense of well-being. Funding has enabled enrichment of learning both within and outside the curriculum, which children may not otherwise have experienced.  Progress data:  The majority of pupils made expected progress or above in reading, writing and maths over 2015-16. Their average point score was 5.6 in reading, 7 in writing and 5.4 in maths (average = 6 points). They made accelerated progress over the Summer Term in reading (2.8) writing (2.4) and maths (2.4).  100% of pupils achieved expected level in reading, Spag and Maths at the end of Y6 | |
| Total number of FSM pupils eligible for PPG (£1300) | | 10 | 22120 |
| Total number of looked after children eligible for PPG (£1900) | | 4 |  |
| Total number of service children eligible for PPG (£300) | | 0 |  |
| Total Funding received | |  | 22120 |
| Summary of spending 2015-16 | | | |
| Item | £ | | Mar 16 |
| SEND support | 8792 | | 8792 | Supporting learning and pastoral needs across the school. SENDco has attended coaching training and is working with individuals as learning coach. The impact has been shown so far in the effective and timely response to identified needs as they arise. Carefully tracked progress across a range of interventions is showing that this has been a very effective use of pupil premium in “narrowing the gap.”  Teaching and non-teaching staff have attended training in growth mindset, higher order questioning and building learning power to promote the skills of independent learning, resilience and problem solving. This is having a significant impact across the curriculum.  Staff received Dyslexia training which has heightened awareness, given ideas for resourcing and refreshed strategies for the classroom.  The maths specialist attended a session on Dyscalculia which she fed back to staff. | |
| School residential support | 1300 | | 1300 | Some pupils in receipt of PP have been offered supplement towards the cost of the residential trip to London, Skiing in Italy and Sennen summer camp, to ensure affordability and participation | |
| Educational Psychologist | 400 | | 400 | The quality of the educational psychologist service and provision has been excellent. The impact has resulted in staff being very well informed (via termly meetings) and the children making good progress. This additional funding has enabled the Ed Psych to work with the targeted children in a shorter time scale than would normally be achieved and work even closer with the classteacher. It has supported staff training in aspects of SEND for best practise and accelerated progress of children with SEND. | |
| Boosters and interventions | 7592 | | 7592 | A robust programme of interventions both to support the lower achieving children and to challenge the more able has been implemented and tracking of progress indicates that the impact will have been accelerated progress by the end of the year. Children have participated in programmes such as “Speed up” handwriting, cluster maths groups, Go Noodle, fun fit, Forest School. | |
| ICT resources | 2000 | | 2000 | The purchase of iboard touch interactive boards has enabled enhanced access to pupils. These along with new laptops and ipads act as an aid to learning; increased participation for reluctant writers and visual aids and spell checks. | |
| Minibus | 1862 | | 1862 | The purchase of the school minibus has allowed increased participation in cluster events and interventions throughout the trust. Children are able to access after school clubs and participate in competitive sport with children in other schools both during and after curriculum hours. | |
| Resources | 100 | | 100 | Resources for physical disability  Resources as needed for individual children’s needs | |