

# Coombe Bissett CE VA Primary School



*'Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community'*

## PUPIL PREMIUM IMPACT 2015-2016

1. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are confident to in their knowledge and application of phonics	Targeted support for vulnerable learners Enriched provision through Phonics Play Daily input of phonics in Key Stage 1	86% of children in year one achieved standard 100% of PP children in year one achieved standard	Identifying vulnerable children at end of Term 3 and targeting support was very effective <b>CONTINUE NEXT YEAR</b> Phonics Play engages children effectively <b>CONTINUE NEXT YEAR</b>	£840
Higher attaining children exceed age related expectations in maths	Enriched learning opportunities providing mastery opportunities	29% (7% national) of middle attainers achieved high in maths at KS2 50% (43% national) of higher attainers achieved high in maths at KS2 26% of KS1 exceeded ARE 35% of KS2 exceeded ARE	Where children were able to challenge themselves and move their learning forward more quickly when they were confident with their learning greater progress was made <b>DEVELOP THIS APPROACH NEXT YEAR</b> <b>CONTINUE TO MAKE USE OF MASTERY AND APPLYING OPPORTUNITIES IN QUALITY TEACHING FOR ALL</b>	£1 200

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children whose emotional needs are impacting negatively on their learning and social development feel supported and have strategies they can use to help cope with challenges	Training of Teaching Assistant as an Emotional Literacy Support Assistant (ELSA) Identify children who will benefit from a series of ELSA sessions	Parents and children report that they find their ELSA sessions useful and feel supported Some children have been able to use strategies to help cope with challenges	Sessions have the greatest impact when they have a clear focus: Class Teachers to ensure expected outcomes are clear and appropriate for ELSA SENDCo to liaise closely with ELSA to ensure outcomes are clear <b>CONTINUE NEXT YEAR</b>	£1 500
Identified children in UKS2 make better than expected progress in writing; closing the gap with their peers	Targeted small group writing sessions that use a variety of stimuli (e.g. film)	Very limited impact on closing the gap for identified PP children's attainment at the end of year.	Linking enriched writing opportunities with class learning/writing would possibly have greater impact <b>NOT CONTINUE NEXT YEAR</b>	£1 150

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Identified parents are able to support their children to ensure they are ready for school and able to learn	Identified parents are introduced to the support of our Parent Support Advisor (PSA) PSA develops and carries out an appropriate support package	When parents engaged with PSA improvements in children's readiness for school have been observed Expected outcomes have not always been clear and therefore impact is not always easy to identify	Closer liaison between PSA and SENDCo to ensure clear expected outcomes are identified <b>CONTINUE NEXT YEAR</b>	£350