Margaret McMillan Primary School
Pupil Premium Grant April 2015 – April 2016

Number of PP children (inc E6) - 161		**Funding - £212,000**		
Key Priority / Objective	**Action**	**Cost**	**Monitoring**	**Impact**
Supporting families and pupil wellbeing . Pupil premium children have access to "basic school provision" enjoyed by non-PP children. Enrichment – provide increased access to extra-curricular activities in order to remove barriers , widen breadth of opportunity and provide a depth of learning experiences for PP children.	Uniform subsidy £26 per pupil Staffing support from TAC team – mentoring, coaching, counselling.	£20,175	TAC Manager to monitor impact of supported pupils through analysis of behaviour and attitudes mentoring targets. Key stage and Phase Leaders to analyse data and progress of all groups of children to measure impact. OOSH co-ordinator to interview children to find out opinions and attitudes to after-school provision.	Full access to fruit, milk and uniform for all PP pupils. 80 Vulnerable children mentored and supported by TAC team. 100% participation in school visits. No child deterred from a visit due to financial constraints on the family. Increased participation in Y6 residential visit between2014/15 (27), 2015/16(30), 2016/7 (60). Instances of poor behaviour during unstructured times (break and lunch times) has greatly reduced. 173 free places offered to PP children for holiday provision. Focus on reading and sport skills. Take up of 73%.
	TAC Mentor time working with specific children to remove barriers to learning including poor behaviour and non-engagement. Holiday Clubs and workshops to enrich and support the curriculum. TAC mentors provide support for learning and afterschool clubs. Residential and visit subsidies. (YN – Y6) Forest School	£33,200		
Teaching and learning – improve attainment and progress for pupils in receipt of pupil premium in order to close the gap with similar pupils nationally. Through focused support, targeted interventions and flexible grouping.	Mentoring for success – release for teachers	£63,000	Key stage and Phase Leaders to analyse data and progress of all groups of children to measure impact. Monitored through data analysis and Pupil Progress Dialogues with Teachers.	All teachers mentored children individually across the year, children clearer about what they need to do to improve and parents feel better and more regularly informed. **Outcomes 2016** **EYFS** 60% GLD - Met target and increase on previous year (51%). 53% of PP children met GLD. At least 67% of PP children made outstanding progress through reception. 80% of PP children in Nursery made outstanding progress. **KS1.** 81% passed Y1 screen. An exceed of our target and a significant increase on previous year (53%). 80% (8/10) of PP children passed the Y1 screen (3
	Release for SLT to support teaching and learning within classes and to target and support children. Additional teacher to support interventions and small group work in Phase 3 Additional Nursery Nurse in Y1 to support provision for children who entered KS1 below AREX. One to one tuition delivered by Full-time Every Child Counts Teacher After school One to one tuition Provide a dedicated Speech and	£87,150		

	Language teaching assistant TAC Mentor time Additional Teaching Assistants for intervention and catch-up work across school. Additional part-time teaching staff (spring term) to support the learning of vulnerable pupils in KS2 - Resources – additional reading resources for MA children.			disapplied). **KS2 Y6 - see below** Specific support for vulnerable child in KS2– achieved AREx in maths and significant progress score from Ks1 – Ks2. % of pupils who achieved expected standard in R, Wr and M was lower for PP children although progress scores for PP children reading and writing were close to non- PP children. The maths progress score was lower for non-PP children (0.3 compared to 1.8) although the average scaled score for maths were the same. Progress scores for both PP children and non-PP children were well above the floor targets of -5 and -7. No national comparison at present. **In year progress data - see below;** The progress of PP children was the same or better than their cohorts in every year group from Y1 – Y6. Progress was exceptional in year 6. In years 3, 4 and 5 a higher % of PP children achieved within AREx. In year 6, a similar number of PP children to non-PP children achieved within Arex in reading, but lower in writing and maths.
Promote good attendance of PP children.	Promote good attendance through effective systems – use of Attendance officer and TAC Mentor time. Attendance rewards	£18,800	Attendance Officer to track attendance figures of groups of children reporting to TAC Manager.	Overall Attendance 2015/16 – 95.75 and increase of 1 percentage point from 2014/15. Attendance of PP children higher than non- PP children and unauthorised absences lower.