

Low Furness CE Primary School

Impact of Pupil Premium grant 2016-2017

Total Pupil Premium allocation: £8,960 (FSM EVA6 £3,960) (Forces children: £1,200) (Adopted from care: £3,960)

The number of children eligible for Pupil Premium at Low Furness is lower than national. The information on this document refers to the progress and attainment as an average of eligible pupils within the year group to prevent individual pupils being identified.

Eligible Pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM		1		3
CLA/previously CLA			2	
FORCES	1	2	1	1

Target pupils	Provision	Objective (s)	Outcomes for Pupils
Reception	Extended opportunities beyond school hours.	To develop self-esteem, the child is signposted to extracurricular opportunities. Financial support is given where necessary.	All extended educational provision has been funded through pupil premium money, this has enabled the child to participate in and benefit from extracurricular activities
Year 1	Speech therapy and communication group	To ensure progress of pupil in communication and language is at least in line with their peers.	The pupil premium funding has partly funded either individual support or group work with a teaching assistant to target the objectives. Although he didn't meet age related expectations he made good progress towards his phonics screening check goals and also in his reading. Continual progress in speech and language. Funding will be utilise once again next year to continue support in this area
	Additional Reading	To increase pupil's attainment to make expected progress.	
	Focus phonics session	To ensure pupil makes progress through the phases.	
Year 2	Extended opportunities beyond school hours.	To develop self-esteem and sporting prowess these children are signposted to extracurricular opportunities and residential visits.	This child has benefited from funding which has allowed him to access extracurricular activities and accelerated learning opportunities. Providing particular benefit

		Financial support is given where necessary.	was a visit to Yarlside Teaching School to work with Wes McGee a poet alongside other Gifted and Talented children in the area.
	Additional guided reading group.	To accelerate progress in reading to ensure pupil achieves in line with national expectations (or if high need make progress at least in line with their peers).	Additional guided reading was provided by the key stage two reading co-ordinator where particular focus was given to developing specific advanced reading skills to de-code and comprehend using inference and deduction.
	Work in focus group with Y3/4 children.	To accelerate progress in maths/writing/reading to ensure pupil achieves at greater depth. To provide individual support to child to ensure they are aware of their next steps and can improve their learning	Each morning this child had the opportunity to work in a year 3 group. Support was given to enable him to access aspects of the key stage two curriculum.
Year 3	Reading intervention package.	4 daily reading sessions with qualified Reading Intervention provider.	Reading intervention completed. This child progressed 15 reading intervention levels.
	Extended opportunities beyond school hours.	To develop self-esteem these children are signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	All extended educational provision has been funded through pupil premium money, this has enabled the child to participate in and benefit from extracurricular activities
	Multi-sensory program (IDL) purchased to target reading and spelling difficulties. Every lunchtime at registration	To improve word recognition, phonics and keyboard skills (recognising lower and upper case letters) Encourages reading aloud as they read back what they have typed.	Completed IDL daily overseen by a teaching assistant. No nonsense spelling was purchased and being used within her class. On at least 5 days in every 2 weeks.
Year 4	Extended opportunities beyond school hours.	To develop self-esteem and sporting prowess these children are signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	All extended educational provision has been funded through pupil premium money, this has enabled the child to participate in and benefit from extracurricular activities
Year 4	Differentiated focused sessions in all areas to ensure children maintain acceptable rate of	Child is not a disadvantaged child.. Child is able and making steady and significant progress. Therefore, targeted intervention is	This child is supported in class by a teaching assistant as and when required, additional support is given during assembly times if

	progress. Extended opportunities beyond school hours.	unnecessary to ensure academic achievement. To develop self-esteem this child is signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	necessary. All extended educational provision has been funded through pupil premium money, this has enabled the child to participate in and benefit from extracurricular activities
Year 5	Extended opportunities beyond school hours.	To develop self-esteem and sporting prowess these children are signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	All extended educational provision has been funded through pupil premium money, this has enabled the child to participate in and benefit from extracurricular activities.
Year 5	Multi-sensory program (IDL) purchased to target reading and spelling difficulties. Every lunchtime at registration.	To improve word recognition, phonics and keyboard skills (recognising lower and upper case letters) Encourages reading aloud as they read back what they have typed.	Completed IDL daily overseen by a teaching assistant. No nonsense spelling was purchased and being used within her class. On at least 5 days in every 2 weeks. This child has regular opportunities to read with the Key Stage 2 reading co-ordinator
	Weekly sessions with SERIS worker.	One to one time to discuss any worries about school life.	This child sees a SERIS worker once a week.
	Spelling support.	Child given differentiated number of spellings related to the whole class spelling pattern.	The pupil premium funding has partly funded either individual support or group work with a teaching assistant to target the objectives. This child is continuing to make progress in all areas.
	Daily maths support. 1.6	Work in a small targeted group where work will be segmented into smaller, achievable targets.	
	Daily literacy support.	To use Writers Block to encourage imagination and consistency of thought flow in writing.	
	Extended opportunities beyond school hours.	To develop self-esteem the child is signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	This child has been directed towards opportunities for developing her performing skills beyond the school environment. The recent residential to Liverpool was funded through pupil premium.

Year 6	Extended opportunities beyond school hours.	To develop self-esteem the child is signposted to extracurricular opportunities and residential visits. Financial support is given where necessary.	This child benefited from additional teaching assistant support in the classroom which has resulted in him making accelerated progress and reaching age related expectations in all subjects in the statutory assessments at the end of Key Stage Two.  The recent residential to Liverpool was funded through pupil premium.
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