

**Total Pupil Premium spend for 2015-2016**

Object of spend	Purpose of spend	Year group	Cost	Impact of spend
<ul style="list-style-type: none"> <li>Funding of HLTA in Year 1 and Year 6</li> </ul>	Providing high quality intervention for PP children in Year 1, 2 and 6 and also for providing cover for teachers so that they can work with small groups of vulnerable children and monitor other groups of PP children within their subject responsibility	1 and 6	<ul style="list-style-type: none"> <li>£27,000</li> </ul>	Year 2 Phonics screening re-take, 100% all PP passed screening. Half of Year 1 PP children made OS progress in 2015/2016. Yr 2 KS1 results close to national.
<ul style="list-style-type: none"> <li>Reading mentor training</li> </ul>	Year 6 and year 5 peer mentors attend Reading Matters reading training which boosts their reading skills and enables them to support other children's reading skills in Years 1 and 2	Yr 5 benefitting years R, 1 and 2	<ul style="list-style-type: none"> <li>£1000</li> </ul>	Year 2 R was close to National rates at 68% and PP children achieved in line with their peers.
<ul style="list-style-type: none"> <li>1-1 Tuition - supply 1 day per week and booster teacher on fixed term contract</li> </ul>	Target children make accelerated progress in English	6	<ul style="list-style-type: none"> <li>£2000</li> <li>£6000</li> </ul>	Out of a group of 5 targeted PP children in writing, 2 achieved the expected level and 3 others made OS progress in writing and in maths. (see attached document) Year 5 pupils made on average 13.5 months progress in reading ages in 3 weeks due to intensive teaching of reading. Year 6

<ul style="list-style-type: none"> <li>• Non class based SENCo who is also additional designated Safeguarding manager who also provides ECC</li> </ul>	<p>Providing quality intervention and monitoring and assessing interventions. Supporting delivery of IEPs to create maximum impact. Children kept safe and barriers to learning removed. Vulnerable children supported.</p>	<p>All year groups</p>	<ul style="list-style-type: none"> <li>• £14,000</li> </ul>	<p>2 EHC plan children achieving their targets. Interventions show targeted groups achieve accelerated progress ('Quest group Year 3 made 4.5 sub-steps progress in 1 term) No ECC due to Mat. Leave.</p>
<ul style="list-style-type: none"> <li>• Guitar and drumming lessons</li> </ul>	<p>Performing opportunities for children. Raising aspirations and increasing confidence. Improved attitude to learning.</p>	<p>Years 3-6</p>	<ul style="list-style-type: none"> <li>• £3,000</li> </ul>	<p>Children keen to perform in end of term showcase. Children performing with confidence in the York Barbican theatre. After school clubs over-subscribed.</p>
<ul style="list-style-type: none"> <li>• Music Teacher</li> </ul>	<p>More able and G and T children are targeted and able to access wider provision. Teachers able to do tailored interventions in class whilst the music teacher is teaching</p>	<p>All year groups</p>	<ul style="list-style-type: none"> <li>• £6,000</li> </ul>	<p>Not assessed due to lack of leadership in KS1 – teachers not targeting children enough. Focus for this year.</p>
<ul style="list-style-type: none"> <li>• Artis</li> </ul>	<p>Children's speaking and listening and their overall communication skills improve.</p>	<p>KS2</p>	<ul style="list-style-type: none"> <li>• £5,445</li> </ul>	<p>No quantifiable evidence, but children's willingness to participate and perform in public is evident with every class producing assemblies which were well attended by parents.</p>
<ul style="list-style-type: none"> <li>• Curriculum resources Yr 6 revision books,</li> </ul>	<p>Better communication between school and home. Parents able to support children's learning</p>	<p>All</p>	<ul style="list-style-type: none"> <li>• £2000</li> </ul>	<p>Revision books not used well enough last year to show impact. Focus for this year.</p>

<p>Active learn subscription</p> <ul style="list-style-type: none"> <li>• Purchase of equipment – clothes, uniform, toothbrushes, pumps, P.E. kit,</li> <li>• Breakfast club - staffing</li> <li>• Read Write Inc. resources</li> <li>• Attendance, Punctuality and Behaviour incentives e.g., stationery , certificates, badges, books, EWO services</li> </ul>	<p>Barriers to learning such as lack of PE kit are removed resulting in children and families feeling more supported.</p> <p>Children have a stable, nutritious start to the day.</p> <p>Quality resources for low attaining pupils in years 1 and 2 resulting in generally higher quality phonics teaching for all children.</p> <p>Children are motivated to attend school and to behave well. Parents are engaged but are held to account if their child is a PA</p>	<p>All</p> <p>All year groups</p> <p>Year R,1,</p> <p>All</p>	<ul style="list-style-type: none"> <li>• £200</li> <li>• £5,000</li> <li>• £2,000</li> <li>• £3,000</li> </ul>	<p>60% of children do their homework regularly. Abbey Park children always dress with pride. Many positive comments from visitors. All children have uniform so they do not stand out as different.</p> <p>Our children are ready for learning at the start of the school day. Focus on use of IT resources to support learning and use of reading mentors from last year. Phonics screening results in line with national. Progress in reading in Yr 1 is outstanding. 100% phonics screening pass in Year 2.</p> <p>Children know the importance of good attendance and demonstrate that when asked. Need to focus on fining parents for holidays. Attendance dipped to 95.62% for PP last year but PA (pp) fell from 15.94% to 14.7%</p>
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<ul style="list-style-type: none"> <li>• Street dance teacher</li> </ul>	Opportunities for wider experiences	All	<ul style="list-style-type: none"> <li>• £1000</li> </ul>	Children keen to perform in public. Children collaborate well.
<ul style="list-style-type: none"> <li>• Data Manager</li> </ul>	Vulnerable groups are highlighted and data is analysed to a very high degree.	All	<ul style="list-style-type: none"> <li>• £3,500</li> </ul>	(Data manager off sick for a large proportion of the year) Detailed analysis of KS2 papers allows future CPD and focus on specific areas in 2016/2017
<ul style="list-style-type: none"> <li>• Payment of school trips</li> </ul>	All FSM can access the curriculum	All	<ul style="list-style-type: none"> <li>• £3000</li> </ul>	All PP have the opportunity to have high quality life experiences which relate to the curriculum in some instances and others, help raise aspirations.
<ul style="list-style-type: none"> <li>• Full time Nursery provision</li> </ul>	Children have an outstanding early start to their education, leading to outstanding progress in Early Years	Year N	<ul style="list-style-type: none"> <li>• £30,000</li> </ul>	GLD is in line with national at 66% and our EYFS is oversubscribed in both year groups.
<ul style="list-style-type: none"> <li>• The introduction of kaleidoscope through appointing a behaviour support manager</li> </ul>	Children's self- esteem is raised and barriers to learning are removed through colour therapy sessions in small groups where children focus on feelings and emotions and well-being	All vulnerable children	<ul style="list-style-type: none"> <li>• £8686</li> </ul>	Attitudes to learning are excellent. Disruption in lesson time is practically non-existent. Only 1 child was excluded (FT) in the last 2 terms of 2016/2017
<ul style="list-style-type: none"> <li>• Kaleidoscope training for all staff</li> </ul>	Staff are equipped in the school ethos of 'I can because I believe I can' to support especially vulnerable children	All year groups	<ul style="list-style-type: none"> <li>• £5,000</li> </ul>	Kaleidoscope has become our whole school ethos. Child and adult well-being is high. (see Staff Questionnaires from 2016 where 100% of staff

<ul style="list-style-type: none"> <li>• Milk for all FSM children over the age of 5</li> <li>• Payment to the Pupil Referral unit</li> <li>• Sound training for Year 6</li> </ul>	<p>Children are better nourished and can concentrate on learning</p> <p>£6000</p> <p>Intervention to plug gaps on strategies for reading and spelling</p>	<p>All year groups</p> <p>Year 5 child</p> <p>Year 6</p>	<ul style="list-style-type: none"> <li>• £800</li> <li>• £3000</li> <li>• £3000</li> </ul>	<p>acknowledged that SLT are sensitive to personal issues) Children able to sustain a very intense morning of learning with no problems.</p> <p>Attendance at the PRU prevented this child having a permanent exclusion in 2015 2016.</p> <p>Reading ages increased by an average of 2.7 years in half a term.</p>
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