



## Pupil Premium Impact Report Academic Year 2015-16



Farfield Primary School received £324,649 in Pupil Premium funding in the financial year 2015-16. The funding was based on the number of children on roll, who were in receipt of free school meals in the last 6 years (EFSM) from the local authority. We are committed as a school to ensure that this money is spent to significant effect.

<b>Number of pupils and Pupil Premium Grant (PPG) received</b>	
Total number of pupils on roll	453
Total number of eligible for PPG	247
Amount of PPG received per pupil	£1320
Total amount of PPG received	£324,649
Total amount of PPG spent	£365,416

In 2015-16 our priorities at Farfield Primary School were:

Key Area 1: Outcomes - Achievements and Standards  
Implement the New National Curriculum

Key Area 2: Personal Development and Well Being  
Ensure pupil behaviour is consistently outstanding

Key Area 3: Quality of Provision  
Ensure quality Learning through effective teaching

Key Area 4: Leadership and Management  
Review staffing structure

Key Area 5: Site and Buildings  
Improve the quality of our learning environment

Key Area 6: Governors, Parents and Community  
Continue to develop home/school links

Intervention and cost	Actions Taken	Impact												
<p><b>Nurture Group</b></p> <p>Support staff (x3) Nurture £52,129.00</p> <p>Nurture Group £1,000.00</p>	<p>Nurture provision continues to be run by 3 members of support staff</p> <p>Children access small group work with high ratio of adults to children</p> <p>Nurture group trips have taken place to give children wider experiences and encourage them to practice the skills that they have learnt. (Sundown Adventure)</p> <p>Children are supported to develop the social skills that they need in order to access the mainstream classroom</p>	<p>7 children accessed our Nurture provision during the academic year 2014-15, including two children awaiting completion of Statutory Assessment and 1 child who was attending a Behaviour Centre for 50% of his timetable.</p> <table border="1" data-bbox="671 454 1355 663"> <thead> <tr> <th colspan="4">Progress of pupils in Nurture group whilst in the group</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Average progress</td> <td>2.7APS</td> <td>1.4APS</td> <td>2.3APS</td> </tr> </tbody> </table> <p>2 children were successfully re-integrated into the mainstream classroom (including in another primary or secondary school) during the academic year 2015/16</p> <p>Children all show improvements in their social skills, using Boxall Profiles, during their time in the Nurture provision.</p> <p>Breakfast is provided to children in the Nurture group everyday. This enables them to learn about how to have a healthy start to the day and to take part in social activities and practice social skills such as eating at the table. Children are also in a better position to start their school day, after having eaten breakfast.</p>	Progress of pupils in Nurture group whilst in the group					Reading	Writing	Maths	Average progress	2.7APS	1.4APS	2.3APS
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<p><b>1:1 Support</b></p> <p>x2 1:1 support £17,603.00</p>	<p>Full time 1:1 support in place for children without statements</p>	<p>2x children without statements/Education, Health and Care Plans have full time 1:1 support, whilst awaiting Statutory Assessment.</p> <table border="1" data-bbox="603 1641 1505 1939"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>Child 1</b></td> <td>Nursery Progress – child now accessing nursery provision</td> <td>Nursery Progress – child now accessing nursery provision</td> <td>Nursery Progress – child now accessing nursery provision</td> </tr> <tr> <td><b>Child 2</b></td> <td>5APS</td> <td>5APS</td> <td>4APS</td> </tr> </tbody> </table> <p>Children are supported to make progress in reading, writing and numeracy. They are given the specific guidance and encouragement that they need to work towards the targets set out in their statement.</p>		Reading	Writing	Numeracy	<b>Child 1</b>	Nursery Progress – child now accessing nursery provision	Nursery Progress – child now accessing nursery provision	Nursery Progress – child now accessing nursery provision	<b>Child 2</b>	5APS	5APS	4APS
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<p><b>Interventions (including booster clubs)</b></p> <p>Interventions teachers £23,524.00</p> <p>Support Staff Interventions x 4 £54,181.00</p> <p>Interventions HLTA x 1 £13,294.00</p> <p>Support staff in nursery x1 £12,637.00</p>	<p>After school booster groups taken place to target the pupils in years 2 and 6 who are close to achieving ARE</p> <p>Teacher employed 3 days per week and support staff to provide interventions in the year groups and subjects which showed the least progress in academic year 2013/14</p> <p>Intervention support given to individuals/groups in order to achieve at least expected progress</p>	<p><b>NB: Due to changes in the National Curriculum and assessment, expectations are higher than previous year groups at the end of each year group</b></p> <p>Whole school average progress for children who have received intervention support:</p> <table border="1" data-bbox="603 389 1503 465"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>APS</b></td> <td>3</td> <td>2.7</td> <td>2.7</td> </tr> </tbody> </table> <p>Intervention groups have been used in reading, writing and numeracy to target children who have specific gaps in learning in order for them to narrow the gap between their learning and ARE.</p> <p>In some cases, groups were used to help children to make accelerated progress where they were close to achieving ARE (particularly in Years 2 and 6)</p> <p><b>Year 2 after school numeracy boosters x2 groups carried out by HLTA:</b></p> <table border="1" data-bbox="603 943 1203 1019"> <thead> <tr> <th></th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>APS</b></td> <td>4.9APS</td> </tr> </tbody> </table> <p><b>Year 6 after school boosters (x2 groups) carried out by 2 HLTAs and Easter holiday clubs for selected year 6 children taught by year 6 class teacher, Head Teacher and Assistant Head Teacher:</b></p> <p>Literacy – 9/10 children FSM Numeracy – 10/11 children FSM</p> <table border="1" data-bbox="603 1350 1503 1503"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Literacy group</th> <th>Numeracy group</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>APS</b></td> <td>3.5</td> <td>2</td> <td>3.5</td> </tr> </tbody> </table> <p>Children achieving ARE (Working At) in year 6 by the end of year 6:</p> <table border="1" data-bbox="603 1650 1503 1912"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>Working at National (FSM)</b></td> <td>33%</td> <td>27%</td> <td>24%</td> </tr> <tr> <td><b>Working at National (NFSM)</b></td> <td>22%</td> <td>20%</td> <td>24%</td> </tr> </tbody> </table> <p>FSM Ever 6 children have achieved in line with or exceeding those who are not FSM.</p>		Reading	Writing	Numeracy	<b>APS</b>	3	2.7	2.7		Numeracy	<b>APS</b>	4.9APS		Literacy group		Numeracy group	Reading	Writing	Numeracy	<b>APS</b>	3.5	2	3.5		Reading	Writing	Numeracy	<b>Working at National (FSM)</b>	33%	27%	24%	<b>Working at National (NFSM)</b>	22%	20%	24%
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<p><b>Educational visits and residential trips</b></p> <p>Funded Trips £8,000.00</p>	<p>Subsidised educational visits to allow all pupils to attend</p> <p>Paid in full or paid half for residential visits</p>	<p>5 children had fully or partially funded residential trips to Nell Bank or Robinwood. This provided disadvantaged children with the opportunities for access to adventurous outdoor learning. Transport is subsidised for all children visiting Robinwood, therefore making the residential affordable for families.</p> <p>Other educational visits across school have been heavily subsidised. Visits include Whitby, Tropical World, Judy Woods, Filey, Sundown Adventure and Industrial Museum, These visits provided first hand experiences for pupils, which contributed to their language development and enabled them to apply this in their writing.</p>																																
<p><b>Speech &amp; Language</b></p> <p>£25,494.00</p>	<p>Speech and Language Therapist working in school 1.5 days per week</p> <p>1 member of support staff working 20 per week</p> <p>1 member of staff working 3 days per week</p>	<p>Class teachers, parents, outside agencies such as pediatricians and the school SENCO, made speech and language referrals. After initial assessments, speech and language support was given to children who the SALT deemed necessary, in order to help them develop in all areas of their learning.</p> <p>22 children accessed formal specialist 1:1 or small group support from the Speech and Language therapist following a formal referral.</p> <p>Support from SALT:</p> <table border="1" data-bbox="603 1048 1385 1167"> <thead> <tr> <th></th> <th>Nur</th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> </tr> </thead> <tbody> <tr> <td>No of chn</td> <td>5</td> <td>9</td> <td>3</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>A further 36 children accessed Speech &amp; Language support, either from the Speech and Language Therapist or school members of staff:</p> <table border="1" data-bbox="603 1346 1273 1464"> <thead> <tr> <th>No of chn</th> <th>Nur</th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>27</td> <td>11</td> <td>8</td> <td>5</td> <td>1</td> </tr> <tr> <td>2015-16</td> <td>21</td> <td>6</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>The number of children receiving speech and language support (excluding WELCOMM intervention has reduced since last year, showing that that support that has been put in place is having an effect.</p> <p>15 children were taken off the Speech and Language caseload during or at the end of the academic year, indicating that they have made sufficient progress to no longer need SALT support</p> <p>6 children were left on the caseload to 'monitor only' by the end of the academic year.</p> <p>The WELCOMM Speech and Language intervention was used in the EYFS, to screen all children, in order to identify those in need of Speech and Language intervention. Intervention was then taught by a member of support staff specifically trained to carry out Speech and Language intervention. This has a significant impact on the number of children with age appropriate Speech and Language skills:</p>		Nur	Rec	Y1	Y2	Y3	Y4	No of chn	5	9	3	3	2	1	No of chn	Nur	Rec	Y1	Y2	Y3	2014-15	27	11	8	5	1	2015-16	21	6	3	3	3
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Class	Autumn 2015 (no. of children with age appropriate skills)	Summer 2016 (no. of children with age appropriate skills)
Nursery am	12	18
Nursery pm	11	21
Reception 1	12	25
Reception 2	5	26

School Facilities Improvement  
£20,000.00

An intervention room has been created to allow children to access high quality speech and language sessions without the distractions of having interventions in corridors or open spaces.

Please see progress for Speech and Language.

**Family engagement**  
£34,566.00

Full-time Parental Involvement worker employed

Sessions and activities in place to encourage families to build relationships with school

Subscription costs to 'Futures Learning Partnership'

New Family Learning Centre building

A number of sessions are on offer for all of our families to engage with. Many of the sessions are available to walk in on an as-and-when basis, such as Stay and Play, coffee morning and breakfast club. The majority of our sessions for parents are held in our new Family Learning Centre, which gives parents opportunities to have positive experiences in the school environment.

**Coffee morning**  
On a typical day, we have around 13 parents attending our weekly coffee morning. This gives parents opportunities to engage with our Parental Involvement Worker and meet other parents. Some parents, who have come along, have brought other friends along on following visits.

2 of the parents who came to stay and play and coffee mornings started volunteering in school and read with children on a weekly basis.

**PTA meetings**  
We now have 7 regular members on our PTA, which is led by our Parental Involvement Worker. This allows parents to contribute their opinions and ideas. The PTA have organised various events, such as Christmas and Summer Fayres, Christmas wraps and mothers/fathers day stalls.

Various course have been offered to parents to encourage them to become involved in school life and introduce them to new skills/knowledge:

Share (parenting/nurturing course) – 6 attendees  
Weight management – 7 attendees  
Halloween workshop – 15 attendees  
Christmas workshop – 20 attendees  
Cooking class – 5 attendees

Our Parental Involvement Worker uses various strategies to improve attendance across school:

- Phone call home on first day of absence, if parents have not contacted school
- Home visits
- Attendance prize each term for those with 100% attendance
- Small prize and certificate for all children achieving 100% attendance each term
- Alarm clocks bought for persistently absent/late children
- Close contact with ESW to initiate fines for persistent absentees

**Attendance:**

	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
Whole school attendance %	94.6%	94.6%	95.4%	95.6%	95%

**Holiday clubs**

As part of Farfield’s subscription to ‘Futures Learning Partnership’, children across all age groups are invited to attend various clubs during the school holidays. Last year, these included:

- drama
- football (lead by Bradford City Football Club)
- dance
- healthy lifestyles (cooking games and crafts)
- forest skills
- Cycling
- Science

These clubs allow children to engage in new activities and broaden their experiences. They support children in developing new skills and confidence. As the clubs are open to children across the partnership, children also have the chance to meet different people and make new friendships.

**Learning Mentor/  
Behaviour**

£43,357.00

Targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their

37 children worked either 1:1 or in a small group with a learning/behaviour mentor in 2015/16.

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
No. of chn	1	2	3	1	8	7	15

15/22 children – 68% FSM

	attainment	<p>Learning/behaviour mentors provided personalised planning for all 37 children.</p> <p>Learning/behaviour mentors promoted the school reward system and implemented the behaviour policy, as well as supporting children with social aspects, which affect their school lives. As a result of this, lost learning time through: lack of confidence, falling out between friends, behaviour incidents and etc, was minimised.</p> <p>Ofsted 2012 – <i>‘Pupils’ behaviour is good. They are thoughtful, respectful and have a clear understanding of right and wrong’</i></p>																						
<p><b>Extra Curricular</b></p> <p>After School &amp; Booster Clubs £16,666.00</p> <p>(see above ‘interventions’ for booster clubs)</p>	A range of extra curricular activities offered	<p>A range of after school clubs are offered to all children, at different points in the year, in order to broaden their educational experiences, encourage extra curricular interests and develop confidence.</p> <table border="1" data-bbox="740 869 1315 1323"> <thead> <tr> <th>After School Club Take-up</th> <th>Number of Chn FSM</th> </tr> </thead> <tbody> <tr> <td>Art club</td> <td>18/32 = 56%</td> </tr> <tr> <td>Choir</td> <td>8/24 = 33%</td> </tr> <tr> <td>Cookery</td> <td>10/11 = 91%</td> </tr> <tr> <td>Chess</td> <td>4/6 = 67%</td> </tr> <tr> <td>Crochet</td> <td>2/5 = 40%</td> </tr> <tr> <td>Drumming</td> <td>8/12 = 67%</td> </tr> <tr> <td>Football</td> <td>13/20 = 65%</td> </tr> <tr> <td>Lucky Dip</td> <td>4/17 = 24%</td> </tr> <tr> <td>School council</td> <td>15/23= 65%</td> </tr> <tr> <td>Sports</td> <td>4/19 = 21%</td> </tr> </tbody> </table> <p>Some clubs, such as chess and crochet, which re run by learning mentors, have been used to target particularly vulnerable children.</p> <p>Clubs have been used to introduce children to new skills that they have not experienced before. As part of some of the clubs, children have had the opportunity to represent Farfield in competitions and enterprise activities in the community, giving them a sense of pride and self-worth.</p>	After School Club Take-up	Number of Chn FSM	Art club	18/32 = 56%	Choir	8/24 = 33%	Cookery	10/11 = 91%	Chess	4/6 = 67%	Crochet	2/5 = 40%	Drumming	8/12 = 67%	Football	13/20 = 65%	Lucky Dip	4/17 = 24%	School council	15/23= 65%	Sports	4/19 = 21%
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<p><b>ICT</b></p> <p>Equipment &amp; Resources £16,465.00</p>	Various new ICT equipment purchased to ensure smooth daily running and access to appropriate resources for teaching the ICT curriculum	<p><b>Chrome books and laptop trolley</b></p> <p>Chrome book laptops purchased for year 6 to use for Literacy and Numeracy, in order to increase speed at which children are able to access literacy and numeracy resources, therefore reducing lost learning time.</p> <p><b>Chrome books to be distributed across schools and laptop trolley</b></p> <p>As above</p>																						

<p><b>Curriculum</b></p> <p>Curriculum Support £11,413.00</p> <p>Enrichment activities - Art/music £3,416.00</p>	<p>Funding enabled us to run themed weeks with visitors and additional resources: RE, Friendship, Maths, Science, Art, Book weeks.</p> <p>Curriculum areas such as Reading, writing, maths have access to more funding enabling them to bring visitors into school eg Alex Fellow</p> <p>Music sessions (Drumming, singing) delivered by peripatetic music teachers to whole classes</p>	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td><b>Year 1 ARE (1b+)</b></td> <td>FSM – 56% NFSM – 68%</td> <td>FSM – 61% NFSM – 62%</td> <td>FSM – 72% NFSM – 84%</td> </tr> <tr> <td><b>Year 1 Progress</b></td> <td>FSM – 3.4APS NFSM – 3.6APS</td> <td>FSM – 3.1APS NFSM – 3.3APS</td> <td>FSM – 3.5APS NFSM – 4.6APS</td> </tr> <tr> <td><b>Year 2 (National)</b></td> <td>FSM – 41% NFSM – 38%</td> <td>FSM – 34% NFSM – 38%</td> <td>FSM – 31% NFSM – 46%</td> </tr> <tr> <td><b>Year 2 Progress</b></td> <td>FSM – 4.5APS NFSM – 5APS</td> <td>FSM – 3.2APS NFSM – 3.5APS</td> <td>FSM – 3.8APS NFSM – 4.3APS</td> </tr> <tr> <td><b>Year 3 (2a+)</b></td> <td>FSM – 42% NFSM – 70%</td> <td>FSM – 31% NFSM – 55%</td> <td>FSM – 44% NFSM – 65%</td> </tr> <tr> <td><b>Year 3 Progress</b></td> <td>FSM – 2.3APS NFSM – 2.4APS</td> <td>FSM – 2.3APS NFSM – 2.4APS</td> <td>FSM – 2.2APS NFSM – 1.8APS</td> </tr> <tr> <td><b>Year 4 (3c+)</b></td> <td>FSM – 59% NFSM – 93%</td> <td>FSM – 32% NFSM – 64%</td> <td>FSM – 80% NFSM – 100%</td> </tr> <tr> <td><b>Year 4 Progress</b></td> <td>FSM – 2.3APS NFSM – 2.4APS</td> <td>FSM – 2.1APS NFSM – 1.7APS</td> <td>FSM – 2.4APS NFSM – 2.6APS</td> </tr> <tr> <td><b>Year 5 (3a+)</b></td> <td>FSM – 43% NFSM – 69%</td> <td>FSM – 20% NFSM – 23%</td> <td>FSM – 40% NFSM – 54%</td> </tr> <tr> <td><b>Year 5 Progress</b></td> <td>FSM – 1.9APS NFSM – 2.7APS</td> <td>FSM – 1.7APS NFSM – 1.9APS</td> <td>FSM – 1.3APS NFSM – 2.2APS</td> </tr> <tr> <td><b>Year 6 (National)</b></td> <td>FSM – 42 % NFSM – 92%</td> <td>FSM – 39% NFSM – 83%</td> <td>FSM – 53% NFSM – 100%</td> </tr> <tr> <td><b>Year 6 Progress</b></td> <td>FSM – 2.8APS NFSM – 4APS</td> <td>FSM – 2.6APS NFSM – 3.3APS</td> <td>FSM – 3.6APS NFSM – 5APS</td> </tr> </tbody> </table>		Reading	Writing	Numeracy	<b>Year 1 ARE (1b+)</b>	FSM – 56% NFSM – 68%	FSM – 61% NFSM – 62%	FSM – 72% NFSM – 84%	<b>Year 1 Progress</b>	FSM – 3.4APS NFSM – 3.6APS	FSM – 3.1APS NFSM – 3.3APS	FSM – 3.5APS NFSM – 4.6APS	<b>Year 2 (National)</b>	FSM – 41% NFSM – 38%	FSM – 34% NFSM – 38%	FSM – 31% NFSM – 46%	<b>Year 2 Progress</b>	FSM – 4.5APS NFSM – 5APS	FSM – 3.2APS NFSM – 3.5APS	FSM – 3.8APS NFSM – 4.3APS	<b>Year 3 (2a+)</b>	FSM – 42% NFSM – 70%	FSM – 31% NFSM – 55%	FSM – 44% NFSM – 65%	<b>Year 3 Progress</b>	FSM – 2.3APS NFSM – 2.4APS	FSM – 2.3APS NFSM – 2.4APS	FSM – 2.2APS NFSM – 1.8APS	<b>Year 4 (3c+)</b>	FSM – 59% NFSM – 93%	FSM – 32% NFSM – 64%	FSM – 80% NFSM – 100%	<b>Year 4 Progress</b>	FSM – 2.3APS NFSM – 2.4APS	FSM – 2.1APS NFSM – 1.7APS	FSM – 2.4APS NFSM – 2.6APS	<b>Year 5 (3a+)</b>	FSM – 43% NFSM – 69%	FSM – 20% NFSM – 23%	FSM – 40% NFSM – 54%	<b>Year 5 Progress</b>	FSM – 1.9APS NFSM – 2.7APS	FSM – 1.7APS NFSM – 1.9APS	FSM – 1.3APS NFSM – 2.2APS	<b>Year 6 (National)</b>	FSM – 42 % NFSM – 92%	FSM – 39% NFSM – 83%	FSM – 53% NFSM – 100%	<b>Year 6 Progress</b>	FSM – 2.8APS NFSM – 4APS	FSM – 2.6APS NFSM – 3.3APS	FSM – 3.6APS NFSM – 5APS
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<b>Year 6 (National)</b>	FSM – 42 % NFSM – 92%	FSM – 39% NFSM – 83%	FSM – 53% NFSM – 100%																																																			
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<p>Supporting vulnerable Families £9,130</p>		<p><b>Breakfast club</b> Breakfast club is available for all families to attend daily 8:00-8:45. Subsidised breakfast items are available for all children and in some cases, breakfasts are given free of charge to our more vulnerable families. This enables children to start their school day without being hungry and they are more ready to start learning at the beginning of school. Punctuality of specific children has improved due to their attendance at breakfast club.</p> <p><b>Uniform vouchers</b> Each child was given a uniform voucher worth £20 to spend on uniform at a local shop. This enabled more vulnerable families to purchase uniform with the school logo on and for all children to feel included. Children look and feel smart and have a sense of pride, therefore improving the learning environment.</p>																																																				

<b>Next steps for academic year 2015/16</b>	
<b>Action</b>	<b>To be actioned by whom</b>
Continue to keep a spreadsheet of the children on Ever 6 FSM, including details of the provision that they have accessed and the progress that they have made	DHT/SENCO
Change the way that interventions run, in order to make the maximum amount of impact on children's learning	SENCO to lead Whole school to action
Building work to provide 3 new intervention rooms	HT/SBM
Re-distribution of teaching staff for academic year 2016-17, to ensure teachers with the ability to support others are well distributed throughout school.	HT/DHT
Nurture group to be run by a qualified teacher in order to promote learning of basic skills as well as social development.	HT/DHT