



**Pupil Premium Report 2015/16**

**The level of funding for Dunnington CE Primary School for 2015/16 was £15 480**

This money was used to support the following initiatives:

Spent on	Aim	Actual Impact/Outcome
Learning Support (TA budget)	To provide timely intervention for individual pupils who are or are at risk of making slow progress. To support individual pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, reducing barriers to learning and improving progress in particular	Of the pupil premium cohort 75% are making expected progress or better in reading, 87% are making expected progress or better in writing and 69% are making expected progress or better in maths.  Of the Y6 cohort leaving the school:- 75% made expected progress or better in reading, 100% in writing and 75% in maths
Precision Teaching training for all staff provided by Educational Psychologists	To support an individual child who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.	Ability to evaluate the effectiveness of what is being taught and to monitor the retention of some skills.
<p><b>Recommendations:</b></p> <p><b>Provide additional support to increase the rates of progress for 3 pupils in reading, 2 pupils in writing and 4 pupils in mathematics.</b></p>		

**The level of funding for Dunnington CE Primary School for 2016/17 is expected to be £17 020**

This money will help to support the following initiatives:

Spent on	Aim
Learning Support (TA budget)	To provide timely intervention for individual pupils who are or are at risk of making slow progress. To support individual pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, reducing barriers to learning and improving progress in particular:- <b>Provide additional support to increase the rates of progress for 3 pupils in reading, 2 pupils in writing and 4 pupils in mathematics.</b> To monitor, evaluate and develop the school's approach to differentiation to ensure it impacts positively on rates of pupil progress, particularly for lower performing groups. To monitor the impact of interventions, ensuring they are tightly focussed and effectively delivered to support children in making rapid progress towards expected standards.