

Pupil premium grant expenditure: Report to parents: 2014/15

The Pupil Premium is allocated to children who are, or have been in the previous six years, eligible for FSM (Free School Meals, now called Ever 6); children who have been looked after continuously for more than six months and children of Service families. Historically, FSM pupils make slower progress and achieve lower results than those children who do not receive FSM. This is a national issue. In the main, service children achieve very well at school. However, schools have reported that there can be additional needs relating to service children's emotional and social well-being. The purpose of the Pupil Premium is to target support to 'narrow the gap' and schools will be able to use the Service Premium to fund this support, as they feel appropriate.

Schools are free to spend the Pupil Premium as they see fit. However, we are required to hold detailed records of how we spend the funding. From September '12 we are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the extra support we provide to these students and its impact on personal development as well as academic attainment.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	350
Total number of pupils eligible for PPG	32
Amount of PPG received per pupil	£1300 per child £1900 per adopted child £300 per Service child
Total amount of PPG received	£47,400

Nature of support 2014/15 (September 2014-August 2015)

We maintained a high level of teaching assistants to provide small group support both in class and out of class.

An Intervention Support Assistant has been employed to run intensive one to one intervention work and specialist small group work over 5 days per week. Interventions include fine motor skill work, reading, writing and number skill work as well as a Communication skills group focusing incorporating Makaton signs.

We have 2 Nurture Assistants. We have now employed an additional Nurture Assistant who qualified in December 2014. They work with small groups and carry out individual interventions which focus on emotional literacy and positive learning behaviour. This means we have been able to double the number of pupils reached.

We have employed a new Family Support Assistant, who has been given an increased number of hours. She will work with parents and with children.

Class teachers are given time to run one to one sessions with pupils giving effective feedback which focuses on performance relative to the learning goals.

Identified teaching assistants run sessions which focus on improving meta-cognitive strategies. (KS1 & KS2)

Identified staff members run a homework club to develop pupils' inquiry skills.

A lunchtime nurture club is run by a teaching assistant.

Pupils' were given the opportunity to participate in after school activities and trips.

Curriculum focus of PPG spending 2014/15 (September 2014-August 2015)

We maintained a high level of teaching assistants to provide small group support both in class and out of class.

An Intervention Support Assistant has been employed to run intensive one to one intervention work and specialist small group work over 5 days per week.

Fine motor skill work for children needing support with fine motor skills.

'Nessy Fingers' touch typing club to support children with literacy skills.

Social Skills groups for children needing support with social communication skills.

Speech Communication skills group focusing incorporating Makaton signs.

'Smooth Moves' Occupational Therapy morning sessions are held to get pupils ready to learn.

Two attachment groups run once per week led by the Inclusion Manager and Nurture Assistant.

Meta-cognitive strategy sessions (KS1 & KS2) are run by teaching assistants.

Teaching Assistant completed accredited Catch Up Reading programme. A number of sessions take place across KS1 & KS2.

Two staff attended Makaton training course.

Pupil Champions have been assigned across the school.

Additional individual or group sessions in Numeracy and Literacy to enhance learning and to close the gap run by teaching staff or teaching assistants across KS1 & KS2

Purchase of Ipads to use during intervention slots with pupils

Booster sessions for identified pupils

Change for Life sessions

Play leader

Measuring the impact of PPG spending

The school will evaluate the impact on each pupil at the end of each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.