



Our Allocation for pupil premium grant (PPG) 2015-16

10% (25) of pupils within the school are currently registered for the pupil premium grant.

22% of these pupils are also on the SEN register and receive additional support throughout school.

This funding will focus on the provision and implementation of individual and small group support in reading, writing and maths and the extension of first hand experiences and enrichment in order to support, enhance and develop learning across the curriculum,

Individual progress and attainment data if held for every child.

| PROVISION | AIM | Impact and Evidence sources |
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| Writing intervention delivered to clearly identify small groups of children throughout the school. | Children will be expected to make accelerated progress in writing and achieve targets. | Achievement is mixed within the PPG across the school. YR 1 – 1 out of 2 PPG achieved expected standard. YR 2 – 2 out of 5 achieved expected standard, YR 3 – 5 out of 12 achieved expected standard, YR 4 – 3 out of 9 achieved expected standard Progress is in line with peers and other groups of learning. Tracking and assessments used ½ termly to refine and refocus support and interventions where appropriate. Specific support is required for spellings. |
| Reading intervention delivered to clearly identified small groups of children throughout the school | Children will be expected to make accelerated progress in reading and achieve targets. | Achievement is mixed within the PPG across the school. YR 1 – 1 out of 2 PPG achieved expected standard. YR 2 – 2 out of 5 achieved expected standard, YR 3 – 7 out of 12 achieved expected standard, 2 working GDS YR 4 – 5 out of 9 achieved expected standard, 1 working at GDS Progress is in line with peers and other groups of learning. Tracking and assessments used ½ termly to refine and refocus support and interventions where appropriate. |

End of year review 15-16

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| Phonics intervention delivered to clearly identified small groups of children throughout the school, significant focus on children in Key Stage 1 | Children will be expected to make accelerated progress in reading and achieve targets, Children in line with National expectations (age related) | Phonics interventions have shown a significant increase in the % of children achieving the national expectation. This year 82% achieved the national expectation. Rigorous tracking within school shows the progress of those children not achieving the national expectation. |
| Maths intervention delivered to clearly identified small groups of children throughout the school | Children will be expected to make accelerated progress in maths and achieve targets | Achievement is mixed within the PPG across the school. YR 1 – 1 out of 2 PPG achieved expected standard. YR 2 – 3 out of 5 achieved expected standard, YR 3 – 4 out of 12 achieved expected standard, 3 working at GDS YR 4 –3 out of 9 achieved expected standard Progress is in line with peers and other groups of learning. Tracking and assessments used ½ termly to refine and refocus support and interventions where appropriate. Specific supported needed for apply across the curriculum and quick recall of facts. |
| Resources to support children's learning to be purchased – especially resources to support literacy and numeracy development | Resources such as thrass charts, whiteboards, Dictaphones and home learning resources to support/ extend the learning of children in intervention groups / classroom settings. | Learning support packs have been effective in increasing participation from parents and allowing children to access learning at home more readily. |
| Funding places at After school clubs/ breakfast club for vulnerable pupils. | Children access experiences that will enrich their language and vocabulary. Stimulate their interests and increase motivation in turn impacting on their learning skills and improve standards of work. | Little performers club subsidized to help with costs. Subsidised school trips to enrich the curriculum, All pupils able to attend requested clubs, trips. |
| Quality CPD for TA's part funded by the PPG – In house training – staff meetings, PSG meetings. P4C training | TAs' to review their current practice and improve it to being outstanding which in turn improves classroom / intervention practice | Training for TA's to support interventions. Staff more confident in delivering interventions Pupils accessing increasingly high level support in class and within intervention groups. P4C training has increased the |

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| <p>PPA teachers employed directly by the school, part funded by the PPG</p> | <p>Classes covered by teachers/ HLTA's who know the school and pupils well ensuring learning time is not compromised.</p> | <p>High quality interventions impacting on achievements in and out of class. Boost in confidence and attitudes to learning. Data Analysis shows majority of PPpupils achieving in line with peers. Specialist HLTA support pupils with Dyslexic tendencies through screening and allocation of coloured overlays and additional resources.</p> |
| <p>ICT resources to provide secure structure and intervention programme for children with specific needs across the school.</p> | <p>Children able to access learning programmes as part of their daily learning and therefore make accelerated progress.</p> | <p>Licenses purchased for Big Red Bus, Phonics play Children using touch screen technology to support learning in lessons. Funding used to purchase Clicker 7 programme and training. This has increase pupils interest in writing and helped ensure accessibility.</p> |