



Pupil Premium

Annual Statement 2014-15

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Year 11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. Schools must publish information on how they spend the Pupil Premium Grant (PPG).

Overview of the school

Total number of pupils on roll	100
Total number of pupils eligible for PPG	9
Total amount of PPG received	£11,907

Objectives in spending PPG

To use pupil premium funding strategically to support identified children in reaching their full potential.
To accelerate progress so that children reach and exceed national expectations.
To offer an enriched curriculum that will raise aspirations and views in which children live.

Summary of spending and actions taken

There is an individual provision map for each child which tracks funding and interventions.

Actions taken

Access to teaching assistant support (including Learning Mentor):
TA to support specialist reading interventions/ reading assessments
TA to support specialist phonics interventions
TA mentoring support – readiness for school, encouragement, support in understanding homework, pre-teaching, post-teaching
TA self-esteem groups
TA to support specialist maths intervention
Trips and Transport subsidy
More able maths/ reading group

Overall outcomes of PPG spending

% of PPG pupils achieving age expected outcomes

	FS	Y1	Y2	Y3	Y4	Y5	Y6
Reading	100%		67%		100%	100%	50%
Writing	100%		67%		100%	100%	50%
Maths	100%		100%		100%	100%	50%

Impact

- Accelerated progress in maths and writing over two years in Y5 through phonics group work, reading support, access to online maths support programme (cost paid), teacher having dyslexia training.
- Good progress in Y4 in R/W/M and now above cohort in APS in maths and writing. Increased confidence of child.
- PPG children in Y2 were targeted for reading support by Teaching assistant and teacher who were stuck at 2c. Diagnostic review on needs by teacher and now 2 of the 3 children gained 2b.
- Reception child had additional phonics support and numicon counting tasks. Child achieved expected levels in reading/ writing / maths at EYFS in June 2015.
- Having conducted pupil interviews with PP children – all children had high aspirations for their future, many talk about going to university
- Learning mentors helped with organising the learning day /materials and offer valuable pre/ post topic discussion and new vocabulary.
- Funds for school excursions have enabled all children to partake in off-site learning.