



Pupil premium grant expenditure

Report to parents: 2014/15

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	422
Total number of pupils eligible for PPG(pupil premium grant)	109
Amount of PPG (pupil premium grant) received per pupil	£1300
Total amount of PPG (pupil premium grant) received	£142,200.00

Nature of support 2014/15

Additional support in Literacy & Maths from teaching assistants and target teachers in the classroom and in intervention groups across the school.

Target intervention for year 1 children for Phonics placement test.

Small-group tuition for yr 2 children who did not reach the pass rate in the year 1 Phonics Screening.

Release of teachers to provide 1:1/ small group work for PuPs across the school.

2 staff to lead Forest Schools provision to develop confidence and encourage outdoor learning for Pupil Premium pupils.

Small group sizes in year 6, 2 & 1 and in year 5 post SATs.

TAs support in Key Stage 2, especially years 3 to provide additional support for all pupils but especially PuPs/ SEN/ lower achievers.

Learning Mentor to provide social and emotional support for all pupils.

Attendance of all pupils but especially Pupil Premium children to be monitored more closely and strategies put in place to support families.

Curriculum focus of PPG (pupil premium grant) spending 2014/15

Additional support for year 2 children that did not achieve the pass rate in the Year 1 phonics test in 2013.

Additional support in Literacy & Maths from teaching assistants in the classroom and in intervention groups across the school.

Smaller groups and target teaching within identified areas of the curriculum.

Money allocated to pay for Forest Schools project, which targets Pupil Premium children.

Money allocated to account for shortfall in trips when Pupil Premium children have not contributed/ or paid full amount to school trips.

Money allocated for volunteer reading project, which targets Pupil Premium children.

Numicon and Project X resources purchased to scaffold learning.

Curriculum resources provided to accelerate the progress of Pupil Premium children.

Measuring the impact of PPG (pupil premium grant) 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.

Data for Reception Years 1, 2 & 6 (year groups who have data reported Nationally) will be presented to Governors so they can make comparisons to: progress from the schools' previous data, progress of cohorts based on previous performance and National data. This will enable them to provide challenge where appropriate. Governors also evaluate the performance of all children eligible for pupil premium funding within the RASP committee. (According to RAISE Online 214 these children are referred to as disadvantaged pupils)

- Disadvantaged pupils achieved well in the Yr 1 phonics screening check: in 2013 and in 2014 83% compared to 78% nationally for non-disadvantaged pupils.
- In 2014 Key Stage 1 disadvantaged pupils are now performing better than national disadvantaged pupils. They are closing the gap towards other pupils nationally. More able disadvantaged pupils achieved much better than their counterparts nationally at Key Stage 1 and compared to national non- disadvantaged pupils and school non- disadvantaged pupils.
- In 2014 Key Stage 2 disadvantaged pupils are performing above national averages for their counterparts in writing and SPAG. They are at least in line with national (except reading) at level 4 +.and compared to all children nationally. At level 5 disadvantaged pupils are performing in line with national averages for their counterparts and above in writing and SPAG. 100% of disadvantaged pupils made expected progress in reading compared to 92% non - disadvantaged nationally. Disadvantaged pupils performed better than school non-disadvantaged in more than expected progress in reading. 100% of disadvantaged pupils made expected progress in writing compared to 94% non- disadvantaged nationally. Disadvantaged pupils performed better than non- disadvantaged in more than expected progress in writing.