

# Pupil Premium Data Publication 2014-15 academic year

**Please note: This is a document currently at a 'work in progress' stage.**

## Overview of the school

Number of pupils and pupil premium grant (PPG) received	Academic year 2013-14	Academic year 2014-15
Total number of pupils on roll	220	221
Number of pupils benefitting from PPG	22 plus 17 forces Plus 3 additional	20 plus 24 forces others 3
<b>Total amount of PPG received (£)</b>	<b>Financial 2013-14</b> 39,400	<b>Financial 2014-15</b>

## Summary of PPG spending 2014/15

### Objectives in spending PPG:

- To raise standards in reading and writing – target group Year 1 and 2 pupils who are just below Age Related Expectations
- Raise standards in reading – target group Year 2 4 and year 6
- Accelerate progress for FSM & service children who have fallen or are in danger of falling below (narrowing the gap)
- Provide opportunities to expand personal experiences and develop interests in and out of school
- To close gaps in maths so children make expected progress
- To improve self esteem and confidence by developing strengths
- To provide emotional support
- To provide equality of access
- To offer further opportunities for gifted and talented
- Support KS2 children with spelling difficulties

### Summary of spending and actions taken for 2014-15 academic year: to be updated at end of year – will be updated after accounts finalised

#### Spending

Better Reading Programme programme - £

Small group teaching sessions for writing & maths & extra guided reading £

Singing & piano tuition fees £ 1107.00

Residential experiences and curriculum enrichment support £

Small group self- esteem and social skills £

Training for Thrive £ 500

Resources for lunchtime nurture room £ 3000

Additional Teaching assistant support in classroom £

Outside agencies counselling £ 1200  
Gifted and talented activities £  
Extended supported lunchtime activities £  
Development of read write inc spelling £ 500  
Forest School opportunities £ 2280

**Outcomes to date:**

School tracking data shows - target pupils are making above average progress and evidence of narrowing the attainment gap especially in year R and 1  
Evidence of - Pupils getting involved in the out of school activities offered and they are beginning to pursue these as personal interests  
Children benefitting from outside agency specialist support as appropriate  
Better attendance for specific targeted children  
Positive attitudes at lunch times and less issues arising  
Better collaborative skills children using learning skills and negotiating in problem situations  
Phonics boosters resulted in more children meeting expectations

**Planned spending and actions for 2015-16 academic year:**

- Extend hours for the 1-2-1 Better Reading Project
- Increase regularity of the extra guided reading to 1 afternoon every week £2660
- Develop the THRIVE programme – Sept 2015 to March 2016
- Whole school CPD for THRIVE - £958
- Wider opportunities (i.e. music lessons, residential) £1000
- Nurture room £600
- Thrive base set up - £2000
- Classroom targeted support
- Enrichment opportunities

**ACTIONS**

- **1-2-1 Better Reading Project intervention programme – 20 minute sessions three times a week for the target children** (Year 1 pupils who are just below Age Related Expectations & children who need specific support). There is a designated TA who coordinates & delivers this programme - Currently year 1.
- **Extra group sessions every Friday** (target group Year 2 & 3 and year 6 not on the SEN reg. – focus to accelerate progress)
- **Use of teacher for small group intervention maths and phonics**
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- **– THRIVE CPD for all staff (including MTAs) aim to develop the whole school THRIVE approach to support children at wave 1 & 2**
- **1-2-1 THRIVE intervention for children at wave 3** (Specialist TA who leads this support work)

- **Provide opportunities to expand personal experiences and to develop interests / talents in and out of school** (target group FSM)
- **With building opportunity reworking of spaces to improve delivery of other interventions**