

## PUPIL PREMIUM PLAN 2014-15 (FINANCIAL YEAR)

- We have 4 children who qualified for Pupil Premium Funding
- The total Pupil Premium Funding was £9100 (with carry forward from the previous financial year)
- The total spend in 2014-2015 was £7,629.96
- The amount of Pupil Premium carried forward to 2015-16 is £1,470.04

Key aims for PP pupils have been to:

- Ensure pupils make at least good progress
- Raise the overall quality of teaching and learning in the classes (thus having an impact on the PP children)
- Improve engagement with families
- Reduce the number of pupil exclusions
- Extend opportunities/skills

Aim	Expenditure	Impact
<ul style="list-style-type: none"> <li>• Ensure pupils make at least good progress</li> <li>• Raise the overall quality of teaching and learning in the school (thus having an impact on the PP children)</li> </ul>	<ol style="list-style-type: none"> <li>1. TA support to provide for:               <ul style="list-style-type: none"> <li>• 1:1 support for 1 child (mornings)</li> <li>• TA intervention support</li> </ul> </li> <li>2. Learning Mentor Support (JM) £1339.25</li> <li>3. Read Write Inc (Phonics) training for 1 teacher and 2 TAs &amp; associated costs</li> <li>4. RWI Phonics Resources</li> <li>5. Numicon training for 5 teachers &amp; 2 TAs &amp; associated costs</li> <li>6. 'Improving Children's Learning' training for Head &amp; Senior Leader</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing TA support for 1 child from 1 hour a day to 3 hours a day has enabled the child to access the curriculum more effectively both in class and through focused skills interventions out of class. Improvements in self-esteem, confidence and improvements with managing emotions have been noted.  Teaching Assistants have been used in class and through interventions for each Pupil Premium child.</li> <li>2. 3 out of 4 Pupil Premium children received support from the Learning Mentor to help improve their resilience and attitude to learning</li> <li>3. All adults supporting phonics in KS1 have been trained to deliver effective support in class. 14/15 pupils are predicted to pass their Y1 phonics test.</li> <li>4. New phonics resources enable the RWI programme to be implemented.  KS1 accessing RWI phonics have made good progress in Reading, with at an average of 90% of children on track to make age-related expectations at the end of this year.</li> </ol>

		<p>5. Numicon is used regularly in all 3 classes and children are able to use this resource in a variety of different ways and progress to mental methods. Its impact has been particularly successful in YR to Y2.</p> <p>6. A variety of effective teaching strategies have been implemented to continually raise the quality of teaching and learning. Monitoring has shown that teaching is now more consistently 'Good'. These effective strategies will inform a review of our Learning &amp; Teaching Policy.</p>
Improve engagement with families	<ol style="list-style-type: none"> <li>1. TAF (Team Around the Family) meetings (multi agency and with parents). Costs for supply to enable teacher to attend meetings</li> <li>2. Structured Conversation meetings with Pupil Premium parents (staff costs)</li> </ol>	<ol style="list-style-type: none"> <li>1. TAF meetings have enabled the child, family and school to access structures and strategic support according to the child's needs. This is having a stabilising impact on the child's emotional needs and behaviour. Readiness to learn and engage is improving</li> <li>2. Structured Conversations have enabled individual meetings with parents and Head/InCo to review progress, set targets and to find out more about pupil interests and needs in order to better support them.</li> </ol>
Reduce the number of pupil exclusions	<ol style="list-style-type: none"> <li>1. See costings re TAF meetings</li> <li>2. See costs re Structured Conversations</li> <li>3. Parent/pupil Numicon Workshops</li> </ol>	<ol style="list-style-type: none"> <li>1. Support and consistency and joined up support have meant that the number of exclusions have significantly reduced from the Autumn term to the Summer term.</li> <li>2. Numicon pupil/parent workshops were well attended and parents were able to see and experience how this resource is used in school to support learning.</li> </ol>
Extend opportunities and skills	<p>Extra-curricular activities</p> <ol style="list-style-type: none"> <li>1. Dance sessions</li> <li>2. Pottery sessions</li> <li>3. Multisports sessions</li> </ol> <p>Offsite educational visits (Harry Potter &amp; Marwell Zoo)</p> <p>Residential Visits (Lodge Hill)</p> <p>Swimming lessons (2 pupils)</p>	<p>Pupil Premium children are engaged in a wide range of activities both active and creative all in a social setting. The children able to participate in visits and curriculum activities without disadvantage.</p> <p>Educational visits and a residential visit provide opportunities for pupil to engage in activities to develop their social skills and emotional resilience and to respond to personal challenges outside of the usual school environment.</p>

**CLA (Children Looked after Funding) Income £1,246 (1 pupil)**

<b>Aim</b>	<b>Expenditure</b>	<b>Impact</b>
<p>Opportunities to engage in activities to develop social skills and emotional resilience and ability to respond to personal challenges outside of the usual school environment.</p>	<p>Residential Trip (Lodge Hill)</p>	<p>09-12.06.15</p>
<p>1:1 Tutor: Enrichment sessions</p> <p>To help achieve full potential and help the pupil feel supported and fulfilled.</p> <p>A mixture of :-</p> <ul style="list-style-type: none"> <li>- maths to extend and broaden knowledge</li> <li>- vocabulary development</li> <li>- various challenges including verbal and non-verbal reasoning</li> <li>- mind stretching games</li> <li>-comprehension</li> <li>-developing creative writing</li> <li>-introduction to Latin.</li> </ul>	<p>Lessons Spring 2 until Easter.</p> <p>Then an additional 12 lesson until the end of July.</p>	<p>The pupil is enjoying the challenges presented through a wide range of extra-curricular activities. This is having a positive impact on class progress and attainment.</p>
<p>Play Therapy To support in dealing appropriately with emotions (attachment/anxiety).</p>	<p>Sessions from February to July 2015</p>	<p>The child has responded positively to this support and this is having a positive impact in school and at home.</p>