



Pupil Premium Grant Expenditure Plan 2015-2016

Number of pupils and pupil premium grant received (PPG received)

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Total number of pupils on roll	232 (including 55 Part Time Nursery children)
Total number of pupils eligible for PPG	25 + 3 EYFS
Amount of PPG received per pupil	£1320 + £606.30 EYFS
Total amount of PPG received	£33.606
Additional PPG carried forward from 2014/2015	£6.500

Focus	Cost	Rationale	Specific Intended outcomes	Monitoring Impact
SENCo (part funded 1 day per week through PPG)	£10,000	SENCo to maintain her hours by one additional day per week. This will enable her to continue to implement and monitor effective interventions to support Pupil Premium (PP) children who are working below age related expectation and those with low emotional well-being. To include: <ul style="list-style-type: none"> • Numicon Intervention • Wellcomm (communication and language development) • Fine Motor Skills Group • Drumming and Lego Lunchtime Clubs • PHSE and Communication Group 	Children who are working below age related expectation in English and Maths to make good progress from their baseline. Low wellbeing and involvement scores from screening to increase from low to medium or high as a result of additional support.	The schools SENCo has continued to implement and monitor interventions throughout the academic year for pupils working below age related expectation including: <ul style="list-style-type: none"> • Numicon Intervention • Wellcomm (communication and language development) • Fine Motor Skills Group • Drumming and Lego Lunchtime Clubs • PHSE and Communication Group See specific group analysis for impact data.
		<ul style="list-style-type: none"> • Drumming Club To provide a lunchtime drumming club for children with low emotional well-being, giving them the opportunity to express their emotions in a non-verbal capacity.	For children's wellbeing score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	Drumming club has taken place on a weekly basis with the SENCo. These sessions have been successful and have had a positive impact on these pupils' wellbeing and involvement scores. Within this group wellbeing scores have increased from low to high and involvement scores have increased from medium to high. 2 pupil's wellbeing scores have remained unchanged although progress has been made from their baseline.

		<ul style="list-style-type: none"> • Lego Club <p>To provide a lunchtime Lego club to give identified children the opportunity to participate in a small group to develop PSHE and communication skills.</p>	For children's score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	<p>Further interventions and support will be put in place during the next academic year.</p> <p>Lego club has taken place weekly. These small group sessions have been beneficial and impact can be evidenced through the improvement of the children's wellbeing scores. These have increased from either low to medium or medium to high.</p>												
Additional Teaching Assistant to deliver interventions	£10,000	<p>Additional Teaching Assistant in Key Stage One to provide additional support for children who are working below age related expectation.</p> <p>Provision to include:</p>	To narrow the gap between PP children and non PP children.	<p>The following table shows the achievement of pupil premium and non-pupil premium pupils at the end of Key Stage 1 2016.</p> <table border="1"> <thead> <tr> <th>% achieving the expected standard</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>79%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>83%</td> </tr> </tbody> </table> <p>Intervention groups have continued to be delivered across Key Stage 1 throughout the academic year.</p>	% achieving the expected standard	Pupil Premium Pupils	Non Pupil Premium Pupils	Reading	100%	83%	Writing	100%	79%	Maths	83%	83%
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<ul style="list-style-type: none"> • Numicon - small group Mathematics interventions • Supporting PP children in mathematics lessons <p>To narrow the gap for children who are working below age related expectation in mathematics by providing a small group intervention in order for the children to meet age related expectation.</p>	To support those children who are working below age related expectation in mathematics and to ensure they make good progress from their baseline.	<p>The Numicon intervention group has been successful and has promoted progress and developed pupil's knowledge. It has also increased enthusiasm and pupil's confidence in Mathematics.</p> <p>See specific group analysis for impact data</p>														
<ul style="list-style-type: none"> • Fine Motor Group <p>To deliver a daily fine motor skills intervention group for children who have poor fine motor skills.</p>	To see an improvement in the fine motor skills of the children who have taken part in the intervention group.	Daily fine motor intervention group have run throughout the year to help pupils develop fine motor skills. The impact of these groups have been positive.														
<ul style="list-style-type: none"> • PHSE and Communication Group <p>To deliver small group intervention for PP children in KS1 who have a low or medium score using the wellbeing and involvement toolkit (Dr F Laevers).</p>	For children's score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	PHSE and Communication group has proved to have a positive impact on pupil's wellbeing and involvement scores. All pupils' involvement scores have improved from low-														

				medium or medium to high, with 1 pupils score increasing form low-high.
Language development	£1,000	Additional adult to continue working within the EYFS to continue to deliver small group intervention to children who are working below age related expectation in Language and Communication using the Wellcomm toolkit.	<p>For the identified children to leave Reception or Nursery working at age related expectation in Communication and language.</p> <p>Use of Wellcomm assessment tool to identify which aspects of expressive and receptive language need to be developed.</p> <p>Use of assessment toolkit on a termly basis to identify children's progress and to plan any future. SENCo to monitor and evaluate progress within these groups.</p>	<p>Use of the EYFS pupil premium funding has had a positive impact on pupil's language development with the continuation of the Wellcomm intervention.</p> <p>Pupils rapidly improved their communication skills with 65.5% leaving EYFS at ARE or above in CL.</p> <p>See specific group analysis for impact data</p>
Read Write Inc 1:1 tutoring (part funded through PPG)	£1,000	<ul style="list-style-type: none"> • RWI 1:1 tutoring • Additional adult for teaching RWI <p>To provide children who have not made expected progress in their RWI group or are working below age related expectation an opportunity to work with a trained Teaching Assistant to receive RWI 1:1 tutoring.</p>	For all children who are receiving RWI 1:1 tutoring to move to the next teaching group following a RWI assessment (every 6-8 weeks).	RWI 1:1 tutoring took place for pupils who had not made expected progress within their phonics group.
Smiling Minds After School Club	£1,800	To implement the Smiling Minds after school club in the Spring and the Summer Term 2016. The club will be offered to children who were screened as having low or medium well-being. The club will develop self-awareness and emotional awareness skills.	For children's score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	Smiling Minds after school club has taken place for Pupil Premium pupils with a low or medium well-being score. The club has provided the children with an opportunity to work in a small group and develop key skills including confidence, use of eye contact, resilience and
First touch Sports Coach	£2,500	<p>To provide all KS1 children the opportunity to participate in a structured games session during the lunch hour with a sports coach.</p> <p>To encourage and support all children to engage in positive play whilst learning new sports skills.</p>	<p>To improve children's PSHE skills including to play co-operatively and positively whilst engaging with the sports coach.</p> <p>For all children to be given the opportunity to participate in a</p>	The addition of a sports coach at lunchtime has continued to provide all children in Key Stage 1 with the opportunity to participate in a range of different sports including, football, basketball, rounders, athletics and hockey. There has been a good uptake for these activities with children playing co-operatively and positively. During this period there has

			structured games sessions enabling them to learn new skills.	been a significant reduction in the number of hurtful incidents that have been reported during lunchtimes.
Family Links Project	£500	To continue to provide the Family Links parent workshop. Working with parents to develop a range of skills and strategies which will have a positive effect on their relationships with their children and family life. Additional resources to be purchased as and when required	For parents to develop a range of skills and strategies which will have a positive effect on their relationships with their children and on family life and for home learning to improve.	A successful launch of the Family Links project was run during the academic year 2015-2016. Parental feedback was positive and that they valued the training they had received and that it had a positive impact on family life.
Enrichment opportunities (part funded through PPG)	£4,000	To provide all Pupil Premium children with the opportunities to participate in school trips, after school clubs and other enrichment opportunities including planned opportunities linked to curriculum themes.	For all Pupil premium children to participate in a variety of new experiences through school trips and enrichment opportunities. For children to be part of an after school club developing social skills and learning a new sporting skill.	All children participated in a school trip and other enrichment opportunities including planned opportunities linked to curriculum themes. These had a positive impact on their learning and helped to motivate and engage all pupils. These opportunities will need to be repeated during the next academic year to continue to enhance learning and provide pupils with stimulating first-hand experiences. All pupils had the opportunity to participate in an after school club although not all pupils took this up. This will need to be repeated next year with a focus to encourage a higher % of children to participate in clubs.