

# Pupil premium grant expenditure:

## Report to parents: 2016/17

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### Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	232
Total number of pupils eligible for PPG	97
Amount of PPG received per pupil	£1320 - £1400
<b>Total amount of PPG received</b>	£1280.40

### Nature of support 2015/16

#### Targeted staffing to support teaching and learning as follows:

##### Full-time Reading Recovery teacher

1:1 teaching with targeted children from Y1 and Y2. Individual teaching of reading for 30 minutes every day by a specialist teacher.

Children in other year groups are also targeted for individual support if, for example, they joined school mid-year or English is a new language for them.

Reciprocal reading (reading and thinking about texts within a small group) for targeted children in Y4, Y5 and Y6)

##### Additional teaching assistant in Foundation Stage

30 hours a week to support personal hygiene and develop independent toileting and toothbrushing

##### Additional teaching assistant in KS1

25 hours a week to support learning, focusing on reading

##### Additional teaching assistant in KS2

30 hours a week to support learning

##### Targeted Teaching Assistant Support in each class

Teaching assistants work with groups of all abilities to support learning.

##### Speech and Language Therapy

A speech and language therapist working in school one day a week for 33 weeks of the year

## **Educational Psychology Service**

Additional EPS hours to support the assessment and progress of children with Special Educational Needs

### **Parent Support Adviser**

20 hours a week to improve attendance and support families with their children's learning, behaviour and social needs.

### **Targeted support to improve emotional well-being:**

Individual counselling sessions for identified children, whose parents or carers have given consent, to develop positive self-esteem and confidence, and help them understand and express their feelings.

### **Out of hours learning**

#### **Activity days during holidays**

#### **After School Clubs**

The percentage of Pupil Premium funding used is based on the number of children in receipt of Pupil Premium who accessed this support last year.

## **Curriculum focus of PPG spending 2016/17**

Individual teaching of reading for children in Y1 and 2 during the year.

Additional phonics teaching for Y1 and Y2 children who need additional support to reach the expected standard.

Group teaching of reading to children in Y3, Y4, Y5 and Y6.

Support in learning for children in Early Years Foundation Stage.

Interventions for children who need support to make progress and catch up to age related expectations

Specialist assessments and support for children who need it in order to make progress in learning and well-being; including children with Special Educational Needs.

## Measuring the impact of PPG spending

### How do we do this?

#### Teaching and learning

The progress of every pupil is checked by the Headteacher during every term, in Pupil Progress meetings with their teacher.

We talk about the progress the child is making; where they are now compared to where they were at the last check; where they are in comparison to national expectation for their year group, and their confidence and attitudes.

Children working on Fischer Family Trust reading support have their progress checked daily during the programme. They continue to be targeted for additional support in reading.

We ask families to tell us how pleased they are with their child's progress.

#### Emotional well-being

The impact of emotional support is measured in terms of how children are managing their behaviour and emotions – and how this impacts on their achievement in learning.

#### Support for children and families

We look at the number of families who have had support and whether or not the support has helped. We listen to feedback from families.

#### Out of school hours learning

We look at the number of children attending clubs and activity days and listen to their feedback.