

Moon's Moat First School

Use of Pupil Premium 2014-15

Pupil Premium allocation, use and impact on attainment - Report to Parents 2014/15

School is allocated funding in addition to its main school budget to address inequalities between pupils who are eligible for free school meals and their peers. We aim to spend this money to address the needs of individuals and groups of children who are vulnerable to underachievement. It is up to each individual school to decide how the money should be spent.

Number of pupils and pupil premium grant (PPG) received 2014/15	
Total number of pupils on roll (Reception to Year 4)	254
Total number of pupils eligible for PPG	88
Amount of PPG per pupil	£1300
Total amount of PPG received	£114,400.00

* Funding based on January census

Allocation of spending 2014/15	
Language Link	A system to assess pupils' receptive language skills. Tailor made intervention plans are then created to address needs.
ECAT (Every Child A Talker)	This assesses early language levels and findings are used to plan for intervention to address speech, language and communication skills in the Early Years.
1 st Class @ Number 1	This is a small group Teaching Assistant led programme, focusing on number skills. Intervention groups run in both Key Stage One and Two. The sessions run for eight weeks at least three times a week. It is delivered to children to support them to get back on track and catch up with their peers.
1 st Class @ Number 2	
Additional intervention teacher	We employ an additional teacher who works with pupils in Key Stage One and Early Years. She supports work on basic skills in order to close the gap between underachieving pupils and their peers. In addition she works with more able pupils to challenge and extend their learning so that they fully reach their potential. This also enables class sizes to be smaller in Key Stage One for English, Mathematics

	and Phonics sessions.
Achievement for All (AfA)	A tailored school improvement programme that aims to raise the aspirations, access and achievement of all learners but focuses heavily on provision and engagement of vulnerable pupils.
Fischer Family Literacy	This is a one:one English programme delivered by trained Teaching Assistants. It provides intensive support for pupils who are struggling with reading and writing in Key Stage One.
Numicon Intervention	This a one:one support programme in Mathematics delivered by trained teaching assistants. It focuses on the use of Numicon as a visual aid to support learning through models and imagery.
Write Dance	This is a physical intervention which builds fine and gross motor skills.
Learning Support Team intervention programmes (LST)	The Learning Support Team provide trained staff to lead intervention sessions with individual pupils in school or to provide support and resources for teachers and teaching assistants to deliver sessions.
SALT interventions (Speech and Language Therapy)	SALT service provides support in school for individual pupils with language and communication difficulties.
Socially Speaking	Small group intervention sessions to support pupils with social and emotional difficulties.
Circle of Friends	Small group intervention sessions to support pupils with social and emotional difficulties.
Intervention groups planned by teachers to address individual or group needs.	Additional teaching assistants are employed to deliver intervention programmes across the school planned for by teaching staff in order to close attainment gaps with underachieving pupils.
Precision Teaching	This is an intensive intervention used to help children who are struggling with reading and / or spelling to make accelerated progress. The programme involves daily ten minute sessions.
Curriculum enrichment	Enrichment activities are subsidised when

	needed for Pupil Premium children e.g. residential visits, trips, visitors to school.
General wellbeing	School provides support for pupils in crisis situations eg providing uniform, school meals etc.

School regularly monitors the impact of provision and Provision Maps are written to ensure that support is well matched to pupils' needs. Progress and attainment are tracked at least every half term and additional support is put in place to ensure that all pupils are making good progress. An analysis of the impact of provision is completed each half term and a yearly summary will be published on our website.