

Pupil Premium Impact Report

2015/2016

Context	Pupil Premium Children	Non Pupil Premium Children
Number of pupils on roll	353	163
Number of pupils who are looked after (CLA)	2	351
Number of pupils whose parents are currently employed in the armed forces	105	248 (inc FSM,CLA)
Total amount of Pupil Premium Grant received	£153,089	

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Totals
Number on Roll	61	60	52	47	46	45	42	364
% of Pupil Premium eligible children	19	23	27	21	24	27	22	163

Breakdown of Pupil Premium expenditure

Item/Project	Cost	Objective	Outcome
SPLD support across the school	£14,000	Children to learn specific strategies to enable them to access learning that they are given. Teaching staff to be equipped with appropriate skills to support the children.	Teacher delivered whole school training and training for TAs. Access arrangements were organised following individual assessments and group work. Supported identified children in 1:1, groups and whole class situations. Reports were written and shared with parents.
Small Year R class sizes with highly experienced staff	£10,000	Quality first teaching will enable children working at low baselines to make outstanding progress. Children with weaker language and communication skills will access a language rich environment and questioning will be used to encourage development in a smaller classroom.	83% of children achieved GLD. 31% of the cohort were pupil premium children. Children joined in September with poor communication difficulties and motor skills difficulties, they made considerable progress. Interventions were allocated to support children with focused targets.
Specialist teaching staff to cover PPA time	£7,700	Quality first teaching with highly experienced staff will enable children to access consistent approaches.	Children received high quality learning through science, French and art PPA cover. Teaching are graded as Outstanding in lesson observations. Consistent approaches were applied. Children had good relationships with familiar staff and staff were confident about children's individual targets.
Family support to help achieve family stability and encourage home learning	£20,000	Children and families will be supported by staff who have experience of working with disadvantaged groups. Children will access the curriculum without emotional barriers. There will be an increase in parental support and home learning.	Children with persistent absence came to school regularly and the FLO worked with families to overcome difficulties such as debt management and housing etc. The TAF was applied for several families and attended SSG (Medway Council) for 3 children, both of which focused on parenting targets and learning targets. Counselling was offered to two parents.
Resources to support pupil's needs	£2,000	Individual pupil's needs are assessed and resources may be purchased to increase children's ability to access the curriculum. Value for money approaches to	Wobbly cushions, therapeutic bands, differentiated learning, sensory equipment etc were purchased to support children with individual needs. One child participating in a flexi-schooling programme accessed off-site learning

		purchasing the resources will be taken.	opportunities. Specialist assessments were purchased to identify children's underlying concerns that hindered progress.
Teaching Assistants for intervention groups and specialist TAs	£84,000	Teaching Assistants work with specifically identified groups and children individually. They use a precision teaching method to ensure that gaps in children's learning are reduced.	Target setting meeting identified the most vulnerable children across the school. The children were given specific targets and the precision teaching strategy was applied to enable children to close gaps in their learning or to develop positive attitudes to learning. Teaching assistants worked in the classroom to support children with differentiated learning. Teaching assistants with specialist roles may have supported personalised programmes for individual children.
Speech and Language Therapy	£5,000	Professional services are used to support children, advise staff and evaluate children's individual progress.	A therapist visited school approximately once a fortnight. They reviewed children's targets, led therapy sessions, completed classroom observations, staff training-CT and TA, met regularly with SENCO and TA's delivering specific SALT interventions, as well as auditing resources
Occupational Therapy	£3,500		A therapist visited school twice a term. During this time they observed and advised on our sensory circuit, completed full assessments of children, provided reports and passports for children, followed up on recommendation, observed children in classroom, worked with some children 1:1, provided resources ideas and advised staff.
Counselling	£2,500		Children were offered counselling because they struggled to access the curriculum effectively and required a listening support or the opportunity to develop coping mechanisms.
Music lessons	£450	Children will be identified if they have an interest in music. Sessions will be purchased and qualified tutors will support disadvantaged children.	Children were identified and in discussion with parents accessed music lessons on a weekly basis. These consisted of violin, saxophone, clarinet and piano lessons. Children were loaned instruments so they could practice at home.
Sensory circuit resources	£300	Children that attend sensory circuit will develop strength required to complete learning activities within the classroom. Sensory circuit will enable children to feel more settled so that they are more likely to access the mainstream classroom.	Children were able to access daily sessions prior to their learning. Children were able to focus on their motor skills as well as preparing for learning. The number of sessions in the morning increased so the whole school is able to access the intervention. Some children also had access additional afternoon sessions.
Nurture Group	£2050	Children with developmental gaps, attachment difficulties and SEMH targets will be supported in a nurturing environment. Children will focus on specific targets. Nurture staff will liaise with teaching staff to ensure that nurture sessions are supporting the child's ability to access the mainstream classroom.	Children were identified using Boxall profiles and their progress monitored. Specific, developmental targets were given to the child and shared with class teacher. Children accessed a small group environment and were able to work in pairs and as a group to complete activities that were achievable for all to ensure they boosted their confidence. Most all children were able to demonstrate some new learning and behaviours. Children demonstrated they were more engaged in learning whilst working within the small group and were able to apply some of the principles in the mainstream classroom
Staff training and development to support individual pupil needs	£2,500	Training will be personalised to meet the needs of all staff. Teaching assistants will access weekly training sessions to support the needs of disadvantaged children.	Staff received training on: The implementation of the SEN and behaviour policy, attachment theory, dyslexia support and motor skills development. AEN clinic was available throughout the year to support staff with strategies that they could use in the classroom to support children with individual learning needs. Teaching assistants received weekly training

Occasional before and after school club.	£100	Funded places will support parents to ensure that pupils are in school on time and will support children in emergency situations.	throughout the year. Occasional places at breakfast and after school club meant that teaching staff had the opportunity to meet with parents to discuss learning and progress. Teachers could offer support and guidance. Also, parents could attend other appointments without having to take their child out of school.
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Cost

Total Pupil Premium Grant Received	£153,089
Total Pupil Premium Grant Expenditure	£154,100
Total Pupil Premium Grant Remaining	- £1,011