

## Pupil Premium for 2014/15 £53,600

The Governors have decided it will be used as follows:		
<b>Staffing provision</b>	<b>Year 2</b> Additional TA support 15 hours (am) x 2 adults to support daily Reading and Maths Intervention in Year 2 to increase the rate of progress. Emotional, social, behavioural and learning needs will be supported. <i>(one-third of cohort are PP)</i>	<b>Cost</b> TA point 14 @ 15 hours x2=£13,544
	<b>Year 1</b> Additional TA support 15 hours x 2 adults (am) to support daily Reading and Maths Intervention in Year 1 to increase the rate of progress on transition from the EYFS into KS1.	<b>Cost</b> TA point 17 @ 15 hours x2=£14,494
	<b>EYFS</b> <i>Children enter Reception and Nursery broadly below age related expectations and with a range of specific needs.</i> Additional TA support 15 hours (am) x 1 adult (shared) in the EYFS/Reception classes to support the emotional, social and learning needs of large classes with identified need (Reception) As a response to Ofsted 1/4/14, increased TA support to be used for intervention and support the teaching of key skills, particularly in writing.	<b>Cost</b> TA point 17 @ 15 hours x1=£7247
<b>Speech &amp; Language /additional adult to deliver this support</b>	HLTA to deliver Speech & Language/Talk Boost support, including EAL- identified growing level of need in school -9 hours (increase from 7 hours 2013-14 as growing number of speech referrals and lack of speech therapist support)	<b>Cost</b> HLTA point 25 @ 9 hours x1=£5560
<b>Additional intervention</b>	<i>Additional Phonics/ Individual Reading/ Sound Discovery/ Additional Guided Reading Groups/ Additional Maths Group/Individual support/ Additional Writing Groups</i>  Year 2: x3 adults /10 hours/week to lead intervention groups for targeted support in the above. Year 1: x2 adults /10 hours/week to lead intervention groups for targeted support in the above. Year R: x1 adults /10 hours/week to lead intervention groups for targeted support in the above.	<b>Cost</b> TA point 17 @ 10 hours x6=£17,400

<b>Enrichment</b>	<p>After School Clubs: to fund support staff to take a greater number of clubs providing a wider range of activities enabling more children to access clubs.</p> <p>Continue with the Reading Cafe's for Reception, Year 1 and Year 2.</p> <p>Educational visits/ visitors into school</p> <p>Creative Arts Week ; visitors into school</p>	<p>SportTA @ 1 hour £484 MusicTA@ 1 hour £484 Gardening HLTA1 hour £617 &amp; TA 1 hour £484</p> <p>HLTA point 25 @ 10 Reading Cafes @ 3 hours £414 TA point 17 @ 10 Reading Cafes @ 3 hours - £324</p> <p>£1000 to support visits/visitors for those children who are unable to make a contribution.</p> <p>£500 to provide first hand experiences for</p>
<b>Pupil Premium of £53,600 supports this additional provision</b>		<p style="text-align: right;"><i>Total</i> £61,935</p>

### Impact of provision:

**Children make at least good and often outstanding progress from their starting points.**

End of Key Stage 1 Results- COHORT 2015

#### Context of Cohort 2015

- ✚ 61 pupils-57% boys 43% girls
- ✚ Prior attainment: High 25% (National 35%) Middle 20% (National 33%) Lower 51% (National 29%)
- ✚ Pupil Premium FSM: 37.1% (National 25%)
- ✚ SEN 30.6% (National 15%)
- ✚ No SEN: 70% (National 84%)
- A high level of adult support to lead and support intervention enabled all children to make at least good progress. End of Key Stage 1 results showed that Disadvantaged pupils were similar to the national averages in Mathematics, above in Writing and below in Reading. Reading results are reflective of the number of girls in the 'compound vulnerability' group who made good progress from their very low starting points however did not attain expected levels for the end of key stage.
- Year 1 Phonics - Disadvantaged pupils achieved significantly higher than the national result School = 90% (National = 66%)
- EYFS results increase -60% of children attained a GLD (45% in 2014 and 30% in 2013) More rapid progress in the key skills, especially in writing is evident in Reception and in the Nursery.

- Children receiving Speech and Language support made good progress and some children who made accelerated progress were able to stop the intervention during the year.
- After School Clubs: children have been able to access a greater range of clubs- Art, Science, Drama, Choir, Sports and Gardening.
- Reading Cafe's for Reception, Year 1 and Year 2 are extremely well attended and provide a valuable learning experience for families.
- Educational visits/ visitors into school e.g. Stevie Spud; Punch & Judy shows provided the children with first hand learning experiences. Educational visits throughout the year e.g. Pizza Express/Year 2 have enhanced first hand learning experiences and broadened the children's experiences.
- Creative Arts Week – 'Go Go dragons' Dragon Dance workshop enriched the learning experience for all children.