



**Pupil premium grant**

**expenditure:**

**Report to parents: 2015/16**

Pupil Premium is the additional funds the school receives to support children who have Free School Meals or have had Free School Meals recently, are in the care of the local authority or whose parents are in the armed forces.

**Overview of the school**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll (2015/2016)	138
<b>Total amount of PPG received</b>	<b>£11,140</b>

<b>Aims of support 2015/16</b>
<ul style="list-style-type: none"><li>• To accelerate their learning and extend competence in literacy and numeracy skills.</li><li>• To reach their potential across the whole curriculum.</li><li>• To enhance the development of their emotional literacy and self-awareness.</li><li>• To develop social skills</li><li>• To experience a wider curriculum for enrichment, enjoyment and love of learning.</li></ul>

<b>Nature of support 2015/16</b>
<p><i>Children in each year group benefitted from expenditure on Teaching Assistant hours to facilitate:</i></p> <ul style="list-style-type: none"><li>• Provision of lower adult pupil ratio in Literacy Lessons including focused group work in reading and writing;</li><li>• Provision of lower adult pupil ratio in Numeracy Lessons including focused guided group work;</li><li>• Use of outside agency to carry out specialist assessments, identifying objectives and strategies for Wave 3 Intervention Plan;</li><li>• Small group support from Teacher and Teaching Assistant to support phonics teaching, spelling and handwriting;</li><li>• 1-1 support to develop basic skills in reading, writing and calculation;</li><li>• Widening experiences within and beyond the school day.</li></ul> <p><i>In addition a priority has been given to the Foundation Stage and Key Stage 1 through:</i></p> <ul style="list-style-type: none"><li>• The provision of an additional teaching assistant to facilitate differentiated phonics/ spelling teaching and a writing boost through the medium of 'Traditional Tales.'</li></ul>

## Actions and Impact of PPG spending 2015/2016

Actions	Cost	Impact
Teaching assistants to run specific interventions – Springboard Mathematics, Further Literacy Strategy, Rapid Phonics, and Rapid Writing.	£1250	All children in receipt of Pupil Premium have made expected progress in all subjects.
Purchase of materials for intervention groups: Rapid Phonics, Rapid Writing, Rapid Reading.	£1000	Children have developed confidence in the use of essential building blocks of knowledge and skills that underpin progress in numeracy and literacy.
Appointment of an additional Teaching Assistant allow children to work in a time focused small group to provide writing boost for children in Year 1, through a focus on traditional tales and to accelerate progress in phonics.	£4,500	Children have made accelerated progress in writing as a result of scaffolding and modelling of a traditional tales structure.
Provision of Teaching Assistants in each classroom to deliver differentiated scaffolding of literacy and numeracy knowledge and concepts through guided group work in order to narrow the gap.	£2,500	Children receive weekly opportunities to work in a small group on concepts that precisely match learning needs in reading, writing and mathematics. As a result good progress is sustained.
Targeted literacy and numeracy 1-1 support. Precision teaching of key skills that underpin progress in reading and mathematics. Purchase of Plus 1 materials	£500	All children targeted have made at least expected progress.
Financial Support for extra curricular activities to ensure equality of access to enriching experiences. Support for breakfast club for those who cannot afford it, some afterschool clubs and some trips to allow children on Pupil Premium to benefit from a wide range of activities appropriate to the child.	£1,000	This fund has been used to support children in residential trips, day excursions and some after school activities which motivates and stimulates their imagination. Pupils have begun the school day ready to learn. Regular access to ICT and Mathletics has enhanced computing and programming skills and enabled children to develop greater confidence in basic numeracy skills.
Working with external professional agencies that provide advice and guidance related to children's well being- ' Circle of Adults', and academic progress through specialised assessments.	£500	Staff has been trained to support Looked After Children as a result of adoption. Wave 3 intervention plans have targeted needs more precisely as a result of external guidance enabling children to make faster progress.
Introduction of Lego Therapy to support the development of social skills and emotional well being. COGS group as a support for social skills through speaking and listening. Lunchtime groups led by children to support children- Circle of Friends, Key to Friendship	£2,500	Teaching Assistants trained in the use of specialised strategies whilst working alongside specialist colleagues from the Integrated Disability Service. Now able to deliver future group support. Children demonstrated use of strategies to manage social and emotional situations. Significant number of children accessing child led groups at lunchtime and forming friendships

## Measuring the impact of PPG spending

The impact of support is carefully monitored at the end of each term. School tracking shows that children have made the expected rate of progress.

## Future expenditure plans 2016-2017

- Continue to sustain the level of Teaching Assistant support identified for 2015-2016.
- Develop precise numeracy and reading targets, and link these to appropriate 1-1 intervention to develop basic skills in mathematics, phonics, and high frequency word knowledge in order to narrow the gap.
- Maintain support for enrichment activities to ensure equality of access for all children.
- Extend use of Lego Therapy with target groups throughout the school.
- Monitor the impact of Circle of Adults.
- Sustain and develop lunchtime groups led by children to support children.

Please note that details of the pupil's year groups have been omitted. All Saints' is a small school and to protect identification of pupils the Head Teacher has only provided minimum information.