



Pupil Premium is a grant given to schools to be spent on ensuring that pupils that are or have previously been in receipt of free school meals (FSM), those that are or have been in local authority care and children of those working in the services make good progress in their learning.

Progress of all pupils is carefully tracked and regular, half termly, pupil progress meetings inform our decision making about mapping provision to need accordingly.

ACADEMIC YEAR	BUDGET ALLOCATION FOR PUPIL PREMIUM	ACTION	WHAT WILL HAPPEN	IMPACT
2014-2015	£31,200	One to one/group intervention to support pupils in English (reading - Better Reading Partnership (BRP) intervention, writing skills, speaking and listening)	<p>Individuals/groups of pupils will benefit from support to develop increased focus and positive learning behaviours. Children's barriers to learning will be identified and targeted through interventions.</p> <p>Strategies will be shared with parents to further support their child's learning at home.</p> <p>Children will be monitored for progress during half-termly pupil progress meetings.</p> <p>Children to close gap in reading and writing moving closer to age related expectations.</p>	<p>This has had a positive impact in raising children's self-esteem and positive attitudes to learning demonstrated in their work and through pupil voice.</p> <p>BRP reading intervention has had a positive impact on increasing children's reading ages.</p> <p>Progress evident in children's Big Write books from start to the end of the year.</p> <p>Children's</p>

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				vocabulary has increased where children are applying this to their writing.
		One to one tuition/group work to support pupils in Maths	<p>Individuals/groups of pupils will benefit from support to develop increased focus and positive learning behaviours. Children's barriers to learning will be identified and targeted through interventions.</p> <p>Strategies will be shared with parents to further support their child's learning at home.</p> <p>Children will be monitored for progress during half-termly pupil progress meetings.</p> <p>Children to close gap in maths moving closer to age related expectations.</p>	This has had a positive impact in raising children's self-esteem and positive attitudes to learning demonstrated in their work and through pupil voice
		One to one tuition to support pupils with social skills	<p>Individuals/groups of pupils will benefit from support to develop social skills through circle of friends/social stories/comic strip conversations.</p> <p>Fewer children demonstrating 'cloud' behaviour</p> <p>By supporting children's emotional and</p>	<p>Improved strengths and difficulties scores.</p> <p>Children have a network of support and are using it.</p>

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			<p>social well-being so that they feel happy, safe and secure children will feel in a better place to access their learning.</p> <p>Gap closing between pupil premium children and their peers</p> <p>Children in line with age related expectations</p> <p>Strengths and difficulties scores improve</p>	<p>Children managing behaviour more effectively and learning to make the right choices.</p> <p>Good News books demonstrates 'sunshine' behaviour and less 'cloud' behaviour. Children repairing behaviour within classroom setting.</p>
		<p>Additional Support from a Learning Mentor</p>	<p>Individuals/groups of pupils will benefit from support to develop positive learning behaviours/protective behaviours.</p> <p>Greater number of children feeling good about themselves resulting in them feeling good about their learning and able to access their learning.</p> <p>Ongoing staff training about positive behaviour management.</p> <p>Fewer children demonstrating 'cloud' behaviour</p>	<p>Improved strengths and difficulties scores.</p> <p>Children have a network of support and are using it.</p> <p>Children are learning to recognise their</p>

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			<p>Gap closing between pupil premium children and their peers/children making good progress</p> <p>Children in line with age related expectations</p> <p>Strengths and difficulties scores improve</p>	<p>feelings and have coping strategies to support them resulting in them making the right choices.</p> <p>Children are managing their behaviour more effectively.</p> <p>Children repairing behaviour within classroom setting.</p> <p>Good News books demonstrate 'sunshine' behaviour and less 'cloud' behaviour.</p>
		<p>Support for learners to raise self-esteem through provision of school uniform items and financial support for trips and clubs.</p>	<p>Vulnerable individuals/groups identified by school.</p> <p>Children will be able to access swimming, residential trips and clubs.</p> <p>Strengths and difficulties scores improve</p> <p>More children accessing sporting</p>	<p>Improved strengths and difficulties scores and raised self-esteem.</p> <p>Children have the</p>

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			activities and clubs	<p>opportunity to excel / enjoy rich experiences that they have chosen to take part in.</p> <p>Children have a network of support and are using it.</p>
		Play therapy counselling,	<p>Pupils identified by school. Improvement in behaviour and raised self-esteem.</p> <p>Fewer incidents of 'cloudy' behaviour</p> <p>Children making better progress/gap closing between pupil premium and non-pupil premium children</p> <p>Children accessing more of the learning</p> <p>Strengths and Difficulties scores improve</p>	<p>Children are learning to recognise their feelings and develop coping strategies to support them resulting in them making the right choices.</p> <p>Children's emotional well-being is being supported so that they feel happier, safer and secure and are then in a</p>

ACADEMIC YEAR	BUDGET ALLOCATION FOR PUPIL PREMIUM	ACTION	WHAT WILL HAPPEN	IMPACT
				better place to focus on their learning.
		Purchase Wellcomm (£300) Elklan resources and training (£100)	Children identified early for speech and language input Children tracked closely to develop language skills- improvement in reading, writing, speaking and listening skills Gap closing and in line with age related expectations	Children's speech and language skills have improved which has impacted positively on all aspects of their learning.
		TA/Teacher training for phonics/reading/maths	Staff develop the skills to support identified children. Staff carry out baseline assessments, identify barriers to learning and use the ' assess, plan, do, review' cycle when delivering target intervention.	Additional staff are trained to deliver effective interventions.
		Introduce 'Values club' - a lunchtime social skills board game club run by Learning Mentor and Values ambassadors	Children encouraged and invited to join lunchtime drop in club to develop social interaction skills, confidence and develop wider group of friendships.	Increased participation in the club since it started.  Increased happiness scores for lunchtime.

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				Children actively interacting with other children without the need for adult support .