



Pupil Premium Planned Expenditure

2014-15

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| Number of FSM pupils eligible for the Pupil Premium | 32@£1,300 | =£41,600 |
| Number of service children eligible for the Pupil Premium | 43@£300 | =£12,900 |
| Total | 85 Children | £58,300 |

| Objective | Action | Cost | Impact |
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| To improve the quality and quantity of SEN interventions and practice across the school through : | -Continue with increased SENCO time of 5 days non classed based -additional support, monitoring and training of LSAs -Additional monitoring of in class SEN provision -Increasing the amount of interventions and support delivered directly by the SENCO | £23,002 | New interventions set up Therapeutic Writing 1:1 support Narrative Group Talkabout -Development of IEP's -Development of SEN files to support SEN children making rapid progress -SEN systems and practices developed across the Infant and Junior schools |
| to provide support to targeted children who have barriers to writing that are more than just gaps in educational knowledge | -To set up a Therapeutic Writing intervention | £487.50 | <ul style="list-style-type: none"> • All the children in the group make progress in line with school expectations |
| To further develop parental involvement in the school and engagement in their child's learning To provide opportunities for service families to engage quickly with the school and the local community | -Continue with non-classed based LSA in Year R designated as Early Intervention Support Worker -Messy Play group continued and developed -Stories Songs and Rhymes continued -Coffee mornings set up -SHARE parenting program continued | £15,453 | <ul style="list-style-type: none"> • Better transition into school for families and children • Increase the number of families accessing groups • Targeted supported provided for parents where necessary |

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| | -Music makers transition into school program run by school | | |
| To have the best quality and quantity of speech and language therapy available. To improve the skills of staff in delivering speech and language programs | Continue to employ with the local cluster a private Speech Therapist To use the Speech Therapist to train staff in delivering speech programs | £960 | <ul style="list-style-type: none"> • The school has regular access to a Speech Therapist enabling children to be seen quickly and reviewed on a very regular bases |
| To improve the access to high quality Educational Psychologist support | Double the amount of Educational Psychologist hours over the year from 3 to six | £1,500 | <ul style="list-style-type: none"> • The school has the greatest possible flexibility in using EP time to meet the needs of children • An increase in the number of children who can be supported by EP involvement compared with the school allocated hours |
| To develop confidence and aspirations in all children | To subsidise music lessons for targeted children | £300 | <ul style="list-style-type: none"> • Increase in aspirations and experiences in non-academic areas |
| To ensure the highest levels of attendance for all groups of children To provide all children with the same opportunities for social interaction and social, emotion and personal development | To provide subsidised breakfast and afterschool club for some children following a needs analysis | £3,000 | <ul style="list-style-type: none"> • Improved attendance for some children when compared against their likely attendance if the provision was not in place • Improved social skills for some children |
| To provide 1 to 1 support where necessary to meet children's needs and support them to overcome barriers to learning | Provide some children with some 1 to 1 LSA support where necessary, under the direction of the SENCO | £7,680 | <ul style="list-style-type: none"> • Children targeted as needing additional support make progress in line with school expectations |
| To ensure high levels of communication between LSA running interventions and class teachers. This will ensure children's work in interventions is well supported in class to enable them to make rapid progress | LSA to be given 1 hour overtime a fortnight to liaise with class teachers or work with SENCO on supporting children in their interventions | £800 | <ul style="list-style-type: none"> • Children receiving interventions are well supported on their intervention targets in class and as such make rapid progress |
| To improve the physical | -Set up a Movers and | £100.00 | <ul style="list-style-type: none"> • All children make |

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| development of all children in the Early Years | Creators intervention | | progress in line with school expectations in the three areas of Physical Development |
| To improve the children's Personal and Social skills as well as self-confidence and self-awareness through high quality staff training and a new PHSE scheme of work | -Alex Kelly Speech Therapist whole school training in Talkabout -SENCO and HLTA's to attend three day training | £400.00 | <ul style="list-style-type: none"> • Improved conversational skills • Children more ready to learn • Children have better understanding of themselves • Increased levels of self esteem • Higher levels of staff expertise and understanding in child social development |
| Talkabout intervention | -SENCO to deliver intervention -SENCO to train LSA in delivery of intervention -Purchase of resources to be able to run groups effectively | £300.00 | <ul style="list-style-type: none"> • Children have better self-esteem which enables them to make progress in all areas of the curriculum line with school expectations |
| To maintain the highest levels of interventions by providing the appropriate training to staff | Train an additional LSA in the Catch Up Literacy program | £350.00 | <ul style="list-style-type: none"> • Children receiving the intervention make on average double the months progress in reading age • |
| To provide a way for targeted children to express themselves and develop greater self-confidence and self-esteem in a safe, non-threatening and fun environment | -Set up and resource a Therapeutic Art program | £345 | <ul style="list-style-type: none"> • Children in the program are more self-confident and better able to understand and deal with their emotions and the emotions of others • |
| To continue to offer the most effective and target interventions to support children in overcoming barriers to learning | SENCO to plan and target the most appropriate interventions to accelerate progress for some children | £3,741 | <ul style="list-style-type: none"> • Children on interventions make at least progress in line with school expectations • Children on interventions make rapid progress in the area the intervention is targeting |
| | Total for the year | £58,300 | |