

## Pupil Premium

Academic Year 2015/2016

What is pupil premium?

The pupil premium is a sum of money the school receives for each pupil who is either in receipt of Free School Meals (FSM) or who is eligible to receive them and for children who are 'Looked After' by the Local Authority.

Nationally the statistics show that pupils who are in receipt of FSM or who are 'Looked After' or adopted do less well than their peers in national tests. The aim of this money is to close that attainment gap.

We are required to publish how much Pupil Premium money we receive, how we have chosen to spend that money, and how well pupils entitled to FSM or 'Looked After' achieve in comparison with those who are not. This is the gap that we are working hard to narrow.

Item/ project	Cost	Objective/ description of activity	Outcome/ Impact
Sound pegs for indoor and outdoor provision	£125	CT recognised that, when speaking, Child A would get confused with past and present tense. Child A would also say the wrong word 'mices' or incorrectly say whole sentences 'Are them going outside with us?' Sound pegs were bought so that the adult could model the correct vocabulary and speech for Child A to repeat and respond appropriately to. Talk Boost activities have also been introduced.	Communication, Language and Literacy starting point – Emerging 40-60 months Communication, Language and Literacy end point – Early Learning goal achieved
Write Dance programme – book and CD	£210	Initial observations suggested that Child B struggled with fine motor skills. Child B had poor pencil grip and control. CT invested in a programme called 'Write Dance' which focuses on both fine and gross motor skills and uses dancing and music to enhance core strength and aid fine motor control.	Physical Development starting point – Emerging 40-60 months Physical Development end point Early Learning Goal achieved
Free standing boards Social and emotional games Now and Next board Extra 1:1 LSA staff	£7,163	Child C often has difficulty sharing equipment and turn taking. CT provided emotional literacy games to promote social interaction with peers on a positive level. Child C can also find it difficult to concentrate or control emotions; resulting in outburst of disruptive behaviour. To minimise this behaviour	PSHE – Emerging Yr 1 Curriculum PSHE end point – Yr 1 National Curriculum objectives achieved Classroom Support Plan targets achieved Emotional Literacy games provides a way

		the CT has created a designated work space for Child C using free standing boards and to keep him engaged in activities he uses a 'Now and Next' chart.	for this child to learn how to express themselves appropriately.
Year 2 challenges/ activities Tripod pencil grip Letter-Join programme	£300	Child D is a gifted and talented child. To support learning the CT invested in resources and materials that provided Child D with suitable challenges to develop a breath of learning relating to the mastery level in Year 2. Child D's pencil grip and control is poor. Child D will be taking part in the Letter-Join programme to improve handwriting and presentation. Child D will be provided with a pencil grip to aid tripod grip	Physical Development (Fine motor skills) Starting point – Secure Year 1/ Emerging Year 2 End point – Developing Year 2
Nurture group resources including social and emotional games and books. Games to promote turn taking and sharing. Now and Next board Personalised chart Extra 1:1 LSA staff	£3,366	CT has been receiving advice and support from the LIST team so that Child E can work on integrating with peers in the classroom. Child E will also begin to respond appropriately to adult direction by being involved in a nurture group with 1:1 support. Social and emotional games and resources have been used to enhance sharing and turn taking with peers. Child E also has a personalised chart and a 'Now and Next' board to promote remaining focussed on activities.	Speaking and listening starting point – developing Yr 3 Speaking and listening end point – Secure Yr 3 PSHE – Emerging Yr 3 Curriculum PSHE end point – Yr 3 National Curriculum objectives achieved Classroom Support Plan targets achieved resulting in the child being much more confident in school which in turn improved independence.
Clearly labelled and accessible maths and literacy resources as visual aids. Small group support Nurture group sessions and resources. Ruler	£144.50	CT recognised that Child F responded better to work when he had visual aids easily accessible to him. He was also able to work more independently during a maths session if he had physical resources to hand. Child F needs 1:1 adult support or adult guided small group nurture sessions to work on and build up his confidence. To aid Child F's fine motor skills he has been provided with a tripod grip and a ruler with a handle.	PSHE – Emerging Yr 3 Curriculum PSHE end point – Yr 3 National Curriculum objectives achieved Classroom Support Plan targets achieved resulting in the child being much more confident in the classroom environemnt