

Pupil Premium

Summer Term 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. She 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.	Spring Term 2 – Communication and Language 40-60 months Summer Term 2 – Communication and Language ELG achieved.
Write Dance programme – book and CD	£210	Initial observations suggested that Child B struggled with fine motor skills. He 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.	Spring Term 2 – Physical Development (Moving and Handling) 40-60 months Summer Term 2 – Physical Development (Moving and Handling) ELG 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 his emotions; resulting in outburst of disruptive behaviour. To minimise this behaviour the CT has created a designated work	As a result of the nurture group and the free standing screen the child has been able to focus his attention during learning time. He has passed his Year 1 phonics test and has achieved a GLD across reading, writing and

		space for Child C using free standing boards and to keep him engaged in activities he uses a 'Now and Next' chart.	maths.
Year 2 challenges/ activities Tripod pencil grip Letter-Join programme	£300	Child D is a gifted and talented child. To support his learning the CT invested in resources and materials that provided Child D with suitable challenges for his to develop a breath of learning relating to the mastery level in Year 2. Child D's pencil grip and control is poor. He will be taking part in the Letter-Join programme to improve handwriting and presentation. He will be provided with a pencil grip to aid tripod grip	Providing regular challenges has allowed Child D to deepen his learning into mastery in maths. Spring Term 2 – Secure (Year 2 Maths Curriculum) Summer Term 2 – Progressing into Mastery (Year 2 Maths Curriculum)
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 her 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 for her to remain focussed on activities.	Due to the 1:1 support received; Child E has now passed her Year 1 Phonics test after regular intervention sessions. Spring Term 2- Emerging Year 1 (Maths, Reading and Writing) Summer Term 2 – Developing Year 1 (Maths, Reading and Writing)
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	Child F was provided with the resources he needed to allow him to be as independent as possible which in turn has led to improvements in his maths work. Spring Term 2 – Emerging Year 3 (Maths) Summer Term 2 Developing Year 3 (Maths) Physical development – Seeking advice from O.T