

Pupil Premium Grant Expenditure: Report to Parents: 2014/15

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	551
Total number of pupils eligible for PPG	186
Amount of PPG received per pupil	£1300
Total amount of PPG received	£211,028

Nature of support 2014/15

- Additional specialist Mathematics teacher (Every Child Counts) who provides 1-1 support and small group support for PPG children from Year 2 and across Key Stage 2.
- Additional specialist English teacher (Every Child a Reader) who provides 1-1 support for PPG children from Year 1 and across the primary.
- Every Child a Talker teacher who provides support for PPG children in the Foundation Stage.
- Six Teaching Assistants who have First Class at Number training, supporting PPG children across the primary.
- One Teaching Assistant who provides Fischer Family Trust intervention for PPG children in KS1.
- One Teaching Assistant who provides Speech and Language support for PPG children in the Foundation Stage and KS1.
- A high number of Teaching Assistants to support PPG children in small groups within the classroom.
- Four Learning Mentors who provide 1-1 emotional, social and behavioural support for PPG children across the primary.
- One full time ACFT worker who provides 1-1 emotional, social and behavioural support for PPG children across the primary.
- A Play Therapist who works with vulnerable PPG children across the primary.
- £5000 carried forward to next year for Play Therapy for identified PPG pupils.

Curriculum focus of PPG spending 2014/15

Speaking and listening, reading, writing, mathematics and gross motor skills.

Quality emotional, social and behaviour support improves the ability to concentrate and perform academically for our most vulnerable pupils.

Measuring the impact of PPG spending 14/15

The school evaluates the impact on each pupil at the end of each half term. Evaluation focuses on academic gains and how pupils' self-confidence and emotional resilience has developed as a consequence of the above intervention.

In 2013/14, the impact of projects similar to this year was good - most cohorts made better than expected progress in speaking and listening, reading, writing and mathematics and were mostly inline with other pupils in the school for progress and attainment.

In 2014/15 pupils have again been largely inline with their cohort as can be evidenced by tracking data throughout the year.