



Pupil Premium Grant Expenditure Report – Apr 16 – Sept 16

Objectives of Pupil Premium Spending		
Total number of pupils on roll	196	
Total number of pupils eligible for PPG	91	
Amount of PPG received per pupil	83 Pupils - £1320 = £54,780 (Apr 16 to Sept 16)	
	8 pupils - £300 = £1200 (Apr 16 to Sept 16)	
Total amount of PPG received	£55,980 (Apr 16 to Sept 16)	
Record of Pupil Premium Grant Spending by initiatives April to September 2016		
Item/Project	Objective/Description of activity	Impact
Small Group Booster classes planned and led by a qualified teacher	Small groups of targeted Pupil Premium (PP) pupils in Literacy and Numeracy	<p>KS1 Results (Year 2) – Of the cohort of 9 ‘disadvantaged’ children, 6 achieved the expected standard as a result of focussed support. 3 children who did not reach the expected standard have SEND and extra provision is in place through support plans. Internal evidence shows that the children also benefitted from 1:1 reading support and small group interventions in addition to booster classes.</p> <p>KS2 Results (Year 6) – Out of the 10 ‘disadvantaged’ children, 50% achieved a scaled score of at least 100 in Reading, 40% in writing and 60% in Maths.</p> <p>4 children achieved a scaled score of 103 or more in the English grammar, punctuation and spelling. 3 children achieved a scaled score of 103 or more in Maths.</p>
Daily small group support for children in Literacy and Numeracy	Small group support for children in Literacy to narrow the gap between PP children and the whole cohort	<p>Phonics</p> <p>Year 2 Phonics Check – All of the 3 ‘disadvantaged’ children passed the re sit of the phonics check.</p> <p>Year 1 Phonics Check – 10 children were classed as ‘disadvantaged’ compared to 19 children who were not. Of the 10 children, 5 passed the phonics check. 4 of the children who did not pass the check have made progress based on internal tracking and receive additional support.</p> <p>1:1 Phonics Support for targeted children has resulted in good progress through the internal tracking system.</p>

		Intervention Sessions for English and Maths have had a positive impact on achievement.
Early intervention groups across school as the need arises.	Support to pupils early to prevent the development of a gap	Intensive teaching in small groups to ensure effective progress.
Additional teachers to reduce class size	To allow a lower ratio of pupils to teacher leading to further support in the classroom.	As the size of a class or teaching group gets smaller, the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.
Behaviour Intervention Team	To assist those children who need extra support to access their learning.	Early intervention ensures issues and concerns are identified and strategies put in place.
Apprentice Teaching Assistants to support children/small groups/specific SEN pupils	Support for children in Literacy and numeracy and across the curriculum	Small group and individual support ensured that all Year 3 and Nursery children classed as disadvantaged made expected progress. Internal tracking shows this.
Private Occupational Therapist/Educational Psychologist	Use of private services ensures a prompt consultation including a report and actions the school needs to address	Accurate assessment of need. Recommendations implemented to support progress. Programmes of support in place where required. In some cases, further referrals following initial assessments.
Individual Occupational Therapy Support	Ensure physical development is age appropriate to support learning.	Accurate assessment of need. Recommendations implemented to support progress. Programmes of support in place where required. In some cases, further referrals following initial assessments.
Additional support staff employed	To work across the school and support across the curriculum. Develop the school garden and use as a learning garden for all classes. Children experience learning through Forest Schools. Provide emotional and social support.	Outdoor and creative learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.
Staff Training (<i>ELKLAN – Sp & Lang</i>)	All pupils receive appropriate support.	Positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Increased benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.
Music Service Level Agreement including costs for FSM pupils	Continue to work with the Durham Music Service delivering lessons in school.	Children have had the opportunity to progress their music skills through music tuition with Durham Music Service.
Enrichment Visits and activities	Performances in School. Subsidised school visits to ensure inclusion for all pupils	Children more engaged in learning. Absence for FSM children reduced from 4.23 (2014-15) to 4.12 in (2015-16) Persistent absence for FSM children reduced from 11.11 (2014-15) to 9.23 (2015-16).
Qualified Sporting Coaches	Engage pupils in learning and sport through activities	Staff and children have been subject to high quality coaching that can be used in future years.

		Craig's Coaches and Mr Football sessions have been devised to teach the children the necessary skills to participate in a range of activities. It has been adapted to suit each year group ability and experience. It has allowed the children the opportunity to learn and develop new skills, which they then have applied in their independent play and during any additional sport clubs. Their skills have been applied in a wide range of activities.
Purchasing Software and IT licenses for pupils to access learning globally	Allow pupils to develop their ICT skills and knowledge. Expand communication skills	Improvements in progress, engagement and motivation.
Free clubs and extended schools activities	Subsidised school clubs and activities to ensure inclusion for all pupils	Increased numbers of pupils attending after school clubs.
Support for Rivers Work - NEEN	Pupils supported in their learning and understanding of their local area and rivers/streams	Early intervention ensures issues and concerns are identified and strategies put in place.