

Michaelchurch Escley Primary School

Pupil Premium Grant Expenditure: 2015-2016

(Proposed Expenditure)



Number of Pupils and Pupil Premium Grant (PPG) received for 2015/6: 3	
Total number of pupils on roll	43
Total number of pupils eligible for PPG	3 FSM/Ever 6
Amount of PPG received per pupil	3 @ £1320
Total Amount of PPG received	£3960

Pupil Premium at Michaelchurch Escley Primary School

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At Michaelchurch Escley Primary School, we believe in 'Achievement by All' and have always strived to ensure that all children make good progress. Our pastoral care, in addition to rigorous monitoring and tracking of all pupils, helps us to identify any pupils who are at risk of not making sufficient progress. This information helps us to plan and implement good intervention strategies. "Pupils' achievement is very good. The pupil premium allocation for the 2015/16 year is £3960. We track the progress of our children as part of our regular 'Pupil Progress' meetings. This enables us to monitor progress and identify any pupils who are under achieving, including those who are entitled to the pupil premium. If support is required, this can then be implemented whether this is additional 1:1 or small group teaching, increased SEN support, or involvement from outside agencies where appropriate. Our decision-making on how best to use funds is based on the range of pupil information/ data available to staff.

Pupil Premium in 2014-2015

The majority of our pupil premium pupils in the school are performing at national average levels. Where this is the case and funds are not needed to support academic progress, then funds are allocated in different ways e.g. ensuring that the pupils are able to take advantage of wider curriculum opportunities.

Objective	Item / Project	Cost	How impact will be measured
<p>FOCUS: ENRICHMENT</p> <p>To enable full participation in residential and educational visits and ensure full inclusion (e.g. after school clubs, Music tuition)</p>	<p>Financial Assistance funding</p>	<p>Club contribution = £90 Y5/6 Residential visit contributions for 2 children = £200 Day Trips for 3 children = £30 TOTAL £320</p>	<p>Increase confidence, provide opportunities to develop skills and broaden interests.</p> <p>Art Club – confidence built, developed interest in art and improved social skills with her peers – Parental feedback, observations from Art Teacher</p> <p>Residential – broadened experiences and pushed beyond comfort zone and challenged himself – this has been noticed in everyday school life in an improved self-belief.</p>
<p>FOCUS: SOCIAL, EMOTIONAL, BEHAVIOUR</p> <p>To address social and emotional development needs</p> <p><i>The list of pupils eligible for funding was reviewed. Whilst some of the group would benefit from academic intervention and support, it was identified that, for others in the group, academic attainment was less of an issue</i></p>	<p>Increased hours for TA to allow support for child when required during the school day and specific weekly intervention programme</p>	<p>Learning Mentor salary £1200 (proportion of costs) TOTAL £1200</p>	<p>A good level of progress shown, especially in Literacy</p> <p>Child’s confidence increased, writing output improved over time. Feeling less anxious about certain aspects of their learning in school and benefits from having someone in school to talk to.</p>

<i>but there was the need for social and emotional support. The Learning Mentor post, therefore, will address these needs.</i>			
FOCUS: LEARNING To address academic needs, specifically writing	Academic classroom support in Sapling Class with 1:1 teaching from TA.	£800 (proportion of costs) TOTAL £800	Child entered school below expectations in writing. This support allowed them to close the gap with the other pupils in the year group and build their confidence in writing.
FOCUS: LEARNING To address academic needs in phonics	Academic classroom support in Sapling Class from TA to support child not reaching the required level in the Y1 phonics screening test.	£300 (proportion of costs) TOTAL £300	Ongoing phonics assessments
FOCUS: LEARNING To address academic needs (reading, writing, phonics)	Purchasing of resources to support specific needs of children e.g. left handed equipment, engaging guided reading books	Books, writing resources, iPad apps = £100 TOTAL £100	Resources used to assist children in developing ideas for writing. iPad purchased – used to support spelling (amongst other things).
FOCUS: LEARNING - Swimming	Contribution towards swimming lessons	£90 (proportion of costs for 3 children) TOTAL £90	Swimming – developed confidence in water, increased interest in swimming – Observations from lessons.
Focus: Emotional Support	Lunchtime Supervisor Play Leader	£600 (proportion of costs) TOTAL £600	Observations, pupil and adult interviews, evaluation of incidents in behaviour book.
FOCUS: SOCIAL, EMOTIONAL, BEHAVIOUR	Use of school bus to travel to school	£350 (proportion of costs) TOTAL £350	
FOCUS: LEARNING	Invite an artist in G&T	£100	Pupil interview,

	to support talented child's artistic skills.	TOTAL £100	observation, parental feedback.
FOCUS: LEARNING	Guest teachers to stimulate children's interest in writing.	£100 TOTAL £100	Pupil interview, observation, parental feedback.

The majority of our pupil premium pupils in the school are performing at, or above, national average levels. Where this is the case and funds are not needed to support academic progress, then funds are allocated in different ways e.g. ensuring that the pupils are able to take advantage of wider curriculum opportunities. Below is a summary of the range of activities and interventions that the Pupil Premium has funded across the school. This includes some new and existing strategies that have benefited pupils in their progress and learning at school. Some intervention strategies use the expertise of our Learning Support Assistants (LSAs who work closely with the teaching staff to plan and deliver the curriculum as appropriate for individual pupils.

These include:

- Additional LSA help in class, either 1:1 support or additional support as part of a smaller group (Wave 2 support)
- Additional SENCO time to implement individualised programmes of work.
- Small group support for specific areas including spelling, handwriting, reading (Wave 2 support)
- Teacher led booster groups for reading, writing or maths (Wave 2 support)
- Emotional Literacy Support (ELSA). The ELSA work involves pupils understanding and coping with the feelings of themselves and others, as well as developing high self-esteem.
- Pupil Progress Meetings. We hold termly meetings with staff in each class to discuss the progress of each child in reading, writing and maths. These meetings are used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related levels at the end of the year.

In addition to this, where children who were eligible for Pupil Premium, and were identified as working well below age-related expectations in literacy and/or maths, appropriate strategies have been employed such as short-term individualised intensive intervention to accelerate progress with specialist teachers (known as Wave 3 intervention).