

## Firle Church of England Primary School

### Pupil premium grant expenditure: Report to parents for financial year 2015/16

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**The targeted and strategic use of Pupil premium will help us achieve the school's vision for children, staff, governors and parents working in partnership to enable all children to realise their full potential at Firle Church of England Primary School.**

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals. We will allocate the Pupil Premium money to support any pupil the school has identified as being socially disadvantaged.
- Limited funding and resources means not all children eligible for free school meals will be receiving Pupil Premium interventions at one time.

Year	Number of pupils eligible for Pupil Premium	Amount per child	Total Amount Received
2012 - 2013	9	£600	£6,230
2013 - 2014	11	£900	£12,389
2014-2015	11	£1300	£20,700
2015-2016	9	£1320	£19,939

Details of support and impact 2015 – 2016

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
<p><b>1:1 support for accelerated intervention</b></p> <p><b>Clicker 6</b></p> <p><b>Physio equipment</b></p>	50%	Continued	<p>Targeted support for children with specialist teacher in literacy and numeracy</p> <p>Training and use of clicker 6 in literacy lessons</p>	To raise basic literacy and numeracy levels to match those of their peers	Pupil progress meetings and termly tracking data	<p>Case study – Out of 12 pupils eligible for PPG 50% made age-related attainment in writing, 58% in maths and 83% in reading. Out of this figure 25% were at greater depth.</p> <p><b>Impact of specialist teaching</b></p> <p>Reading – four pupils taught, three reached EXS and one GDS</p> <p>Writing- five pupils taught three reached EXS, and two made significant progress from their starting points.</p> <p>Maths – five pupils taught and four achieved EXS.</p> <p>2 pupils had support from OT and use of specialised physio equipment to develop fine motor skills to support writing and manipulative skills. Programme put in place and delivered by TA. Good progress by both pupils.</p> <p>Increased self-confidence when using keyboard and Clicker 6 to support an accessible curriculum for writing.</p>
<b>Copes emotional support Outside agency</b>	20%	continued	Targeted support for vulnerable children	To reduce barriers to learning and increase attendance and self	Cope end of support reports- SENCo	Case study – Five pupils accessed support from Copes across the academic year.

				confidence and belief		Some impact was seen in terms of communication between pupils and class teachers and improved relationships between parents and the school. Attendance data does not support the view that Copes had a positive impact on attendance.
<b>1:1 emotional support</b>	20%	Continued	Children are referred for personalised support to address emotional barriers to learning	To reduce barriers to learning and children fully access the curriculum	Learning mentor records/PPM's assessment	Significant improvement in the social and emotional behaviours of targeted children. Case study – Specific improvement for individual pupil when dealing with transition times in school
<b>Attendance/uniform</b>	5%	Continued	To help with transport into school and school uniform	To attend school and access all areas of the curriculum.	PPM's and SENCo meetings with all parties	Case study One pupil had school uniform and transport costs paid so attendance good and participating fully in school life - achieved age related expectations.
<b>Attendance of enrichment activities</b>	5%	Continued	Key children to attend pre/after school clubs, trips and residential.	Children to gain experiences - to enhance learning and boost confidence and self belief	HT to monitor club/trip/residential participation, increase in confidence ad self esteem.	Case study Pupil had residential trip costs paid so they could participate and significantly benefitted from new opportunities and challenges. Confidence and working cooperatively developed well.
<b>Total</b>	£19,939					

The above activities have had significant impact on children's attainment, progress, attendance and attitudes towards school and learning.

# Pupil Premium Spending 2015-2106

