

Pupil premium grant expenditure: Report to governors: 2014/15

Overview of the school

Summary of PPG spending 2014/15

Pupil premium allocation £236 110

Main areas have been focused on the following:

April 2014- September 2014	
	Cost
Additional 0.6 teacher in Year 2	£14 900
Additional 0.4 teacher in Year 1	£8624
Additional teacher in Year 5 and Year 6	£25 000
Sports coaches to provide additional intervention time for teachers	£9950
Targeted support from teaching assistants	£43 000
Targeted support from children and families team	£24 000
September 2014-April 2015	
	Cost
Additional teacher in Year 5 and Year 6	£16 000
Additional teacher in KS2	£24 000

Specialist PE teacher	£21 155
Sports coaches	£4000
Targeted support from teaching assistants	£31 000
Targeted support from children and families team	£24 000
Total	£245 979

Anticipated outcomes:

The targeted interventions have been informed by the research from the Education Endowment Foundation toolkit.

An area identified for narrowing the gap will be reading for Years 1 to 5. The targeted interventions will include guided reading sessions focusing on inference and deduction. Current Year 5 children who are below national expectations are currently receiving or will receive the Right to Read intervention.

Appraisal focus will be the narrowing of the gap with writing especially with Years 4 and 6.

Early year's intervention- use of sports coaches and music teaching will enable smaller groups to be targeted by teachers for specific interventions. This also includes the funding of full time places for all children in the nursery. Main provision will focus on the development of the relationship between staff and children and the engagement in activities which support pre-reading, the development of early number concepts and verbal reasoning.

Feedback- both written and formal. The focus will not only be on subject related feedback but also on the children's learning to learn strategies. The school will also be using some consultancy to develop effective marking. Use of assertive mentoring meeting time will focus on children's knowledge of how to improve. The approaches described will also support development of meta-cognition and self-regulation. Children will use Building Learning Power to monitor, plan and evaluate their own learning.