

Pupil Premium money 2016/2017

Dear Governors

Pupil premium money has been used in the following ways to support children in school;

Year Group	Support	Impact
Nursery (part timers)	<ul style="list-style-type: none"> • Nurse sessions for parents • Parent / Toddler group • Group support for SEN pupils • Intervention groups • Social group • Well being group 	<ul style="list-style-type: none"> • Parent Toddler sessions from January 2016 and parent workshops on different themes each week. • Nurse in school for advice and drop in sessions. • Targeted support has resulted in children making progress in the areas of the curriculum they were struggling with and also have personalised targets for development. The children have gained confidence socially and able to mix with other children, talk and take turns. • Speech and language therapist in school fortnightly for 1 term, then half termly • Inset from Educational Psychologist.
Reception (full timers)	<ul style="list-style-type: none"> • 1:1 IEP work for those pupils in this category and also on SEN; • a social group encouraging pupils to turn take, talk to one another and generally interact; • A speaking group encouraging children to talk to one another and listen to responses. • a theatre production to boost self esteem and experience something different; • release time for staff to attend meetings regarding those on SEN; • Attending support groups such as ABC • Well being group 	<ul style="list-style-type: none"> • Those children in the social group have developed confidence in speaking with other children and adults in the class. This is also reflected in their ability to participate in group and class discussions. • The 1:1 IEP (Individual Education Plan) work has enabled the pupils to have learning broken down into small steps to build on their understanding and ability to explain. • For the children to access the theatre production. These is an experience that some of our children would not have had opportunity to gain outside of school. The engagement and resulting discussion and language utilised by the children as well as follow up learning was far in excess of the normal curriculum provided. • Increased parental involvement in reading and supporting their child in school • Community Intervention Teacher working with children and parents twice a week in the summer term. • Artis working with class Spring term 2017.

Year 1	<ul style="list-style-type: none"> • Social use of Language group • Attending review meetings • Enhancements such as theatre groups, coaching etc to build self- esteem. • Visit to Pantomime • New provision area resources • Intervention groups such as ELS, phonics, ABC • Additional staffing to provide provision group support • Speech and Language therapist 	<ul style="list-style-type: none"> • Group/ IEP support has resulted in the closing of the gap between vulnerable groups. • SULP/ social group has been supporting and developing children's social skills • Improved fine motor skills • Additional resources supporting children's learning and development • Increased progress with provision group support • Staff training to deliver grammar group support for additional children • Phonics group before school.
Year 2	<ul style="list-style-type: none"> • HLTA leading Numbers count intervention • Weekly individual education plan support. • Reading resources • Small reading, writing and maths group interventions • Speech and Language therapist • School Nurse (Summer Term) • Well being group 	<ul style="list-style-type: none"> • Those children struggling with maths have shown increased progress having attended 6 weeks of this intervention. The programme was extended to support the more able children • The small steps support has resulted in measureable progress for these pupils on an education plan. • Increased engagement and progress in reading, writing and maths • Structured support for small groups of children • Staff training to deliver grammar group support for additional children
Whole school	<ul style="list-style-type: none"> • Parent workshops targeting disadvantaged parents • New library books • Counselling training/ Emotional Health and well being training • Resources for maths assessment/ Speech and language support. • Training for safeguarding • Training for Phonics for all staff • Additional sporting coaches for clubs 	<ul style="list-style-type: none"> • Increased parental involvement with workshops being held around reading, books, basic number skills, ICT for those parents who haven't engaged with school in the past. The support provided has also been in home language allowing parents with little English having access. • All children in KS1 have weekly access to the school library to change books and there is also an after school library session for parents to come along to with parents. • A HLTA has been trained in basic counselling to support parents in need. These skills are used with the well being groups with children and parents. • Staff more aware of emotional health and well being of children after training with the Educational Psychologist. • All staff- teachers and support staff are fully trained in safeguarding and implementing phonics & SPAG sessions with children in school

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