

# Pupil premium grant expenditure report to parents for the year 2014-15

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the; benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2014-15.

## Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2014-15	
Total number of pupils on roll	115
Pupils eligible for PPG	22 children on FMS and 22 children Ever 6  8 children with a parent in the services  2 children adopted from

	care
Amount of PPG received per pupil	£1,300
<b>Total amount of PPG received</b>	<b>£36,400</b>

<b>Nature of support 2014/15</b>
<ul style="list-style-type: none"> <li>• Teaching assistant supports other children in the class allowing the teacher to work with FSM children</li> <li>• Bespoke intervention groups e.g. phonics, word wasp, toe by toe, precision teaching</li> <li>• Extensive 1:1 tuition (with teachers) for English and mathematics during the school day and after school</li> <li>• Additional Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented maths provision</li> <li>• Support for children who are entitled to free school meals to attend residential and educational visits.</li> <li>• Teaching assistant time to work with children who require 'catch up'</li> <li>• Extra individual reading time within the school day.</li> <li>• Holiday club</li> <li>• Teaching assistants employed solely to support one or two children</li> </ul>

## How will we measure impact?

Most of our support is included in our School Development Plan (SDP). Below is part of the SDP that monitors the progress of our pupil premium children.

Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate.
1.7 Groups in KS2 of 5 and above make on average at least 3.5 APS, with an aspirational target of 4 APS in reading per year based on teacher assessment.	Half termly record checks – are all children making progress? Complete half termly record check sheet in SDP folder and pass on concerns to HI and RH who will discuss with you appropriate interventions. Interventions used as appropriate and tracked on a class intervention sheet. Use catch-up sessions as applicable. Termly APP day. Termly pupil progress meetings Termly input on data sheets Termly Group Progress sheets used to monitor.	RH	Sept 14 –July 15	Data sheets – centrally held on server. Half termly record sheets held centrally on the server. Release time for APP days and pupil progress meetings. Staff meeting time to check half termly records and monitor intervention sheets. Termly group progress sheets are held on the server. One to one support or appropriate intervention group to be used when needed.	H Marks / J Wood	KS2 group average Reading: 3.6 APS - Ever 6 3.6 APS Writing: 3.5 APS - Ever 6 3 APS Maths 3.5 APS – Ever 6 3.5 APS
1.8 Groups below 5 in KS2 make on average 3 APS and groups of 2 and below 2 APS based on teacher assessment.	Half termly record checks – are all children making progress? Complete half termly record check sheet in SDP folder and pass on concerns to HI and RH who will discuss with you appropriate interventions. Interventions used as appropriate	RH	Sept 14 –July 15	Data sheets – centrally held on server. Half termly record sheets held centrally on the server	H Marks / J Wood	KS2 group average Reading: 3.6 APS – Forces 4.7 APS Writing: 3.5 APS – Forces 4.3 APS Maths 3.5 APS – Forces 4 APS

	<p>and tracked on a class intervention sheet.</p> <p>Use catch-up sessions as applicable.</p> <p>Termly APP day.</p> <p>Termly pupil progress meetings</p> <p>Termly input on data sheets</p> <p>Termly Group Progress sheets used to monitor.</p>			<p>Release time for APP days and pupil progress meetings.</p> <p>Staff meeting time to check half termly records and monitor intervention sheets.</p> <p>Termly group progress sheets are held on the server.</p> <p>One to one support or appropriate intervention group to be used when needed.</p>		
<p>1.11 Groups in KS1 larger than 5 average 6 APS.</p>	<p>Half termly record checks – are all children making progress? Complete half termly record check sheet in SDP folder and pass on concerns to HI and RH who will discuss with you appropriate interventions.</p> <p>If not see GW and RH to discuss intervention.</p> <p>Interventions used as appropriate and tracked on a class intervention sheet.</p> <p>Use catch-up sessions as applicable.</p> <p>Termly APP day.</p> <p>Termly pupil progress meetings</p> <p>Termly input on data sheets</p> <p>Termly Group Progress sheets used to monitor.</p>	LC	Sept 14 –July 15	<p>Data sheets – centrally held on server.</p> <p>Half termly record sheets held centrally on the server</p> <p>Release time for APP days and pupil progress meetings.</p> <p>Staff meeting time to check half termly records and monitor intervention sheets.</p> <p>Termly group progress sheets are</p>	H Marks / J Wood	<p>KS1 group average</p> <p>Reading: 5 APS - Ever 6 5.1 APS</p> <p>Writing: 5.5 APS - Ever 6 5.5 APS</p> <p>Maths 6.55 APS – Ever 6 6.2 APS</p>

				held on the server. One to one support or appropriate intervention group to be used when needed.		
1.16 Children in EYFS make 'good levels of development' and FLE to achieve at least in line with Cornwall and national figures in % achieving ELG (Early Learning Goals).	Baseline assessment is made of all new entry by 1 <sup>st</sup> Oct. Baseline is then used to track all children through the year on LA tracking sheets. These need updating in Dec, Feb, Apr and June. Where progress is not being made interventions need discussing with RH and HI. All interventions need to be tracked. Records of progress are kept using a profile book which must be updated half termly by the teacher as part of her record keeping. Input to the profile books needs to also be from notes made by the classroom TA and the parents/carers. Progress in lessons to be clearly observed during lesson observations. Half Termly meeting with SMT and EYFS governor to review progress of cohort – to include planning, records and books. Children to be withdrawn and spot checked for skills on an ad hoc basis without prior warning.	HF	Sept 14 –July 15	Profile books LA data sheets to be centrally stored in data file on the server. Staff meeting time to check half termly records and monitor intervention sheets. Release time for moderation – LA courses. Lesson observations as necessary	S Molloy	FLE – Good level of development 68% Cornwall – 63% Nationally 66% We have 4 pupil premium children in this group. 3 out of the 4 have good levels of development.
1.22 Children in FS	Half termly planning, record and	HF	Sept 14 –July	Staff meeting time	S Molloy	FLE – 74%

meet or exceed Cornwall and national averages in writing.	book scrutinies will demonstrate that this is being planned across a range of subjects. Use catch-up sessions as applicable. Half termly book, record and planning scrutinies will demonstrate that progress is being made towards meeting this success criteria at the end of the year. Interventions are used and recorded as necessary.		15	for book, catch up, intervention and planning scrutinies		Cornwall 69% Nationally 67%
1.23 Children in FS meet or exceed Cornwall and national averages in reading.	Half termly planning, record and book scrutinies will demonstrate that this is being planned across a range of subjects. Use catch-up sessions as applicable. Half termly book, record and planning scrutinies will demonstrate that progress is being made towards meeting this success criteria at the end of the year. Interventions are used and recorded as necessary.	HF	Sept 14 –July 15	Staff meeting time for book, catch up, intervention and planning scrutinies	S Molloy	FLE – 79% Cornwall 77% Nationally 74%
1.24 Children in FS meet or exceed Cornwall and national averages in number work.	Half termly planning, record and book scrutinies will demonstrate that this is being planned across a range of subjects. Use catch-up sessions as applicable. Half termly book, record and planning scrutinies will demonstrate that progress is being made towards meeting this success criteria at the	HF	Sept 14 –July 15	Staff meeting time for book, catch up, intervention and planning scrutinies	S Molloy	FLE – 84% Cornwall 77% Nationally 74%

	end of the year.					
1.25 Children in FS meet or exceed Cornwall and national averages in Shape, space and measure.	<p>Half termly planning, record and book scrutinies will demonstrate that this is being planned across a range of subjects.</p> <p>Use catch-up sessions as applicable.</p> <p>Half termly book, record and planning scrutinies will demonstrate that progress is being made towards meeting this success criteria at the end of the year.</p> <p>Interventions are used and recorded as necessary.</p>	HF	Sept 14 –July 15	Staff meeting time for book, catch up, intervention and planning scrutinies	S Molloy	<p>FLE – 84%</p> <p>Cornwall 82%</p> <p>Nationally 79%</p>