PUPIL PREMIUM GRANT REPORT 2014 - 2015

Average Point Score Progress of Pupil Premium Children 2014/15 (all pupils in brackets)					
	Reading	Writing	Maths		
Year 3 (8)	3.32 (2.96)	3.29 (3.37)	3.13 (2.92)		
Year 4 (5)	3.70 (3.65)	4.05 (3.39)	4.32 (3.05)		
Year 5 (20)	3.85 (3.48)	4.44 (4.41)	3.53 (3.36)		
Year 6 (13)	4.11 (4.19)	5.63 (5.84)	6.21 (4.48)		

Record of PPG spending by item/project 2014-2015				
Item/Project	Cost	Objectives	Outcomes	
One to one tuition	£3000	During years 4 and 5 children who are identified as not making expected progress and meet the criteria outlined in the 1:1 documentation are offered regular one to one sessions for one hour per week for 10 weeks during the autumn term. The children are identified through careful tracking and analysis of the data looking at current as well as prior attainment. Intervention is carefully planned in both maths and literacy to meet the needs of the individual children. Whole school objectives are considered.	See Booster Classes for combined impact of all additional curriculum intervention offered.	
Trips, visits & special weeks	£12990	This enables all children to be included in Residential Trips, Day Trips, Special weeks and other events. These enrich and are an important part of the curriculum for all children and without full parental financial support would not happen.	This allows all pupils to attend these trips and did not provide a barrier to equality. Provides enrichment and context to the taught curriculum Improved confidence and attitudes towards school	

Support from Home School Link Worker & Counsellor	£6399 £3608	The Home School Link Worker and Counsellor have been working with targeted families to provide support and advice to children, families and staff.	Counsellor 22 pupils saw the counsellor in 2014/15 (8 Pupil Premium children) Average Points Progress Reading - 3.9 Writing - 3.75 Maths - 3.26 Home School Link Worker 12 pupils saw the Home School Link Worker in 2014/15 (7 Pupil Premium Children) Average Points Progress Reading - 3.96 Writing - 3.42 Maths - 3.56
Focus Groups	£6800	There are a number of focus groups which support children with a variety of needs. These include: Early Morning Reading, Secondary Transition, Motor skills, Social skills and Self-Esteem and Confidence Building.	 Talkabout 63% of children felt their handwriting had improved and some teachers commented on some specific improvements. Creative thinking 70% of children felt that it was easier for them to come up with ideas for creative writing. Talkabout 63% of children felt they were more confident following the intervention Move It 100% made progress against their individual Move It targets Early Morning Readers Year 4 - 75% made 4 points progress

Total	£61000			
Literacy Specialist	£15653	A part time literacy specialist employed to work identified children who are at risk of underachieving in writing. Focused groups to take place weekly over the course of two terms	points progress across the year, many groups and individual children made significantly more.	
Booster Classes including One to One	£11000	During year 6 the children identified working at a level 3 are offered additional support during the year in English and/or Maths. The children are identified through careful tracking and analysis of the data looking at current as well as prior attainment. Intervention is carefully planned to meet the needs of the individual children.	Average Points Progress of Pupil Premium Children • Year 4 - Reading 3.7, Writing 4.05, Maths 4.32 • Year 5 - Reading 3.85, Writing 4.44, Maths 3.53 • Year 6 - Reading 4.11, Writing 5.63, Maths 6.21 Pupils carefully targeted for support - all have made at least 3	
ICT Contribution	£1650	At Cleves the parents make a voluntary contribution towards the ICT provision at the school.	All pupils given access to high level of IT provision. Engagement levels increased, attitudes and self esteem improved. Barrier to potential inequality overcome. Providing life skills in a digital society.	
			 Social Skills Year 4/5/6 - 100% made progress against targets and pupil self assessments demonstrated impact. Class teacher reported children demonstrating increased empathy. Transition Support Group Parents, pupils and secondary staff all reported successful transition. 	