

Pupil Premium- Analysis of spending 2014-2015

Pupil Premium used for:	Amount allocated to resource intervention action (£)	Is the new or continued resource/activity/cost centre?	Summary of resources or actions and the time scale. Details of pupils involved can be found in school as the school is too small to ensure confidentiality.	Specific intended outcomes how will this intervention or action improve achievement for the pupils eligible for PP? What will if 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
Contribution towards TA time, allowing classroom teacher time to work on more challenging numeracy work with groups.	£3,000	Continued	14-15 academic year TA- has worked in the classroom with the groups of children on activities provided by the teacher, thus enabling the teacher to work with pupils to move them on in Mathematics and English. Also provided support for small groups and 1:1 with interventions.	Time for a TA to work with the classroom teacher allowing the classroom teacher time to work on more challenging Mathematics problem and support in English. Covered Nelson Thorn, Nussy, speech and language, sentence work and movement programmes with pupils.	Monitored through pupil progress half termly from the start of the academic year to the end. EHCP targets and miles stones.	<p><b>Group 1:</b> C+L: 1 child MEP, 1 child less EP Writing : 1 child MEP, 1 child less than EP Mathematics : 1 child MEP, 1 child less than EP Reading : 1 child MEP, 1 child less than EP</p> <p><b>Group 2:</b> English:1 child, less EPMEP 1 child C+L: 1 child less than EP, 1 child MEP Mathematics: 2 children MEP</p> <p><b>Group 3:</b> Reading: 2 children</p>

						MEP Writing: 2 children MEP Mathematics: 2 children MEP <b>Group 4:</b> Reading MEP Writing MEP Mathematics MEP
Contribution towards TA time, allowing classroom teacher time to work on more challenging numeracy work with groups.	£3,000	Continued	15-16 academic year TA- will support teacher in the classroom on activities provided by the teacher, thus enabling the teacher to work with pupil premium pupil to move them on in maths and English, setting challenging work for this pp pupil. Support pupils with 1:2 phonics.	In class as the TA supports pupils the class teacher can support PP pupils in setting challenging work and working with these pupils to move them on. The TA will work with two pupils on phonic interventions	Monitored through pupil progress termly from the start of the academic year to the end. Some pupils to make EP and narrow the gap from a low starting point some to make MEP. Monitor short note targets and EHCP targets.	<b>Group 1</b> Reading: 2 children MEP one child EP Writing: three children MEP Mathematics: one child MEP two children EP <b>Group 2</b> Reading: one child MEP one child less than EP
Contribution towards TA working in classroom supporting individual needs 1:1 and supporting teaching in main	£6,000	Continued	14-15 academic year TA- will support in the classroom with the groups of children on activities provided by the teacher, thus enabling the teacher to work with pupil premium pupil to move them	TA- supports a number of children with interventions, 1:1 Supports teacher in class in Mathematics and English	Monitored through pupil progress termly from the start of the academic year to the end. Pupils to mark MEP.	<b>Group 1</b> Reading : One child made Less than EP One child made EP Two children MEP Writing:

lessons.			on in Mathematics and English, setting challenging work for this pp pupil.	Releases teacher in class to work with pupils to set challenges. Supported teacher to target PP pupils to make set more challenging work for pupils.	Monitor milestones of pupils working on interventions more frequently to ensure children are making EP or MEP.	Four children made more than expected progress Mathematics: One child made Less than EP One child made EP Two children MEP <b>Group 2</b> Reading: One child made less than EP. Three children MEP Writing: Four children make MEP Mathematics: One child less EP Two children EP One child MEP Group 3 One child Reading MEP Writing MEP Mathematics MEP
Contribution towards music lessons	£198.00	Continued	14-15 academic year Contributed towards violin lessons to give this pupil confidence, the opportunity to experience something they would not normally experience. To help improve	Improve confidence in individuals' ability and improved reading as reading music teachers pupils to read ahead.	Monitored termly reading results to ensure progress over the year is expected or more than expected progress.	Reading: one child less than EP One child MEP

			writing and reading as learning to read music helps the child to read forward.			
Contribution towards educational visits	£400.00	Continued	14-15 academic year Supported all by contributing towards the costs of educational visits over the year.	Enabling pupils to take part in all activities with their peers. This will help improve vocabulary and imagination thus improving writing.	Monitor termly progress so pupils a make expected or more than expected progress in writing.	Writing: Four children made MEP
Resources	£500	Continued	14-15 academic year- Reading and writing resources- Packs of Nelson Thorn reading books. Alphabet Ark Nessy	To support reading and writing interventions.	Monitor use that resources are being used correctly to enable progress of pupils.	Resources were seen to help pupils make progress. These were also shared with another school which introduced the work with some of their pupils, with a positive effect.