



## Henshaw CE Primary School



### Pupil Premium

#### Academic Year 2015/2016

What is pupil premium?

The pupil premium is a sum of money the school receives for each pupil who is either in receipt of Free School Meals (FSM) or who is eligible to receive them and for children who are 'Looked After' by the Local Authority.

Nationally the statistics show that pupils who are in receipt of FSM or who are 'Looked After' or adopted do less well than their peers in national tests. The aim of this money is to close that attainment gap.

We are required to publish how much Pupil Premium money we receive, how we have chosen to spend that money, and how well pupils entitled to FSM or 'Looked After' achieve in comparison with those who are not. This is the gap that we are working hard to narrow.

Henshaw CE Primary School Pupil Premium Allocation 2015-2016: £9240

Child	Item/ project	Cost	Objective/ description of activity	Outcome/ Impact
A	Action Words Programme and Workshop for parents. Clearly labelled and accessible Maths and Literacy resources for children to access independently. Extra 1:1 and small group LSA time After School Gymnastics Club	Action Words £152  EY resources £2000  LSA time for all PP pupils in class £2000  Club- £0	Baseline assessments when child A joined our school towards the end of the first term highlighted that the child was working at the secure 30-50 months in Reading, Writing and Number. Self esteem was low. To accelerate learning, 1:1 support using TA for Literacy x 15 minutes per day and CT 15 minutes per day was employed using Letters and Sounds, Action Words programme and daily reading opportunities. Small Group intervention for mathematics 3:1 x 20 mins daily with CT. CT observed that Child A was very good at gymnastics during PE lessons. After school gymnastic club established to develop her gymnastics skills further and to boost her self esteem.	Starting Point: Secure 30-50 months in Reading, Writing, Number, Self Confidence and Self-awareness. End point: Achieved Early Learning Goals in all areas of learning.
B	Offer of Breakfast club Action Words Programme and workshop for parents Clearly labelled and accessible Maths and Literacy resources for children to access independently. Extra 1:1 and small	After school club £680	Child B has poor attendance which is being monitored closely. To improve attendance and punctuality CT and SMT have offered the opportunity to attend breakfast club. Reading at home and homework is rarely completed - CT has allocated time each day to support completion of homework tasks. To accelerate learning, 1:1 support using TA for Literacy x 15 minutes per day and CT 15 minutes per	Starting point: Emerging 40-60 months in Reading, Writing, Maths. End point: Achieved Early Learning Goals in all areas of learning.

	group LSA time		day was employed using Letters and Sounds, Action Words programme and daily reading opportunities. Reading and Action Words Workshop delivered by CT to engage and encourage parents to support reading at home. Small Group intervention for mathematics 3:1 x 20 mins daily with CT.	
C	<p>Action Words programme and Workshop for parents.</p> <p>New resources to develop fine motor control</p> <p>Pencil grip.</p> <p>Letter-join programme.</p> <p>Hudl/iPad to aid recording</p> <p>Clearly labelled and accessible Maths and Literacy resources for children to access independently.</p> <p>1:1 and small group LSA time</p>	<p>Fine motor skills equipment £150</p> <p>Letter-join £250</p> <p>Hudl £100</p>	<p>Child C is identified as SEND. Communication, Language and Literacy skills were delayed and he was already on a Speech and Language intervention plan on entering school - 1:1 LSA continued. Initial observations and baseline assessment indicated that Child C struggled with fine motor skills. He had a poor pencil grip and very limited control. Invested in further classroom resources and Letter-join programme to promote fine motor development. Huddle purchased to aid recording.</p> <p>1:1 support using TA for Literacy x 15 minutes per day and CT 15 minutes per day was employed using Letters and Sounds, Action Words programme and daily reading opportunities..</p> <p>Small Group intervention for mathematics 3:1 x 20 mins daily with CT.</p>	<p>Starting point: Secure 30-50 months in CLLD, Reading, Writing, Maths and Emerging 40-60 months in Physical Development.</p> <p>End point: Achieved Early Learning Goals in Reading, Writing and Maths, and Secure 40-60 in Physical development.</p>
D	<p>Letter and Sounds Games and resources.</p> <p>CPD and coaching sessions around reading recovery, Guided Reading, plus resources, and Mastery in Maths.</p> <p>In lesson TA literacy and Numeracy support.</p> <p>Targeted Phonics intervention.</p>	<p>Resources purchased to make L and S games £100</p> <p>CPD and resources £1300</p> <p>LSA time £2000</p>	<p>Child D began our school towards the end of the last academic year. End of year data was completed by the previous school and highlighted that child D was working below age related expectations in Reading, Writing and Maths. Initial assessments indicated limited phonic skills so a support plan was introduced with the objective being to hear phonemes, recognise graphemes and develop blending skills. Additional in class Literacy and Numeracy support was provided for morning sessions.</p> <p>CPD sessions and additional coaching support was provided to develop the teaching skills of the newly qualified teacher.</p>	<p>Starting point: Developing 40-60 months in Reading, Writing and Maths.</p> <p>End Point: Developing Year 1 in Reading, Writing and Maths.</p>
E	<p>Letter-join Programme.</p> <p>CPD and coaching sessions around Guided reading and teaching of Problem solving and reasoning in Maths, plus resources.</p>		<p>Baseline assessments when child E joined our school towards the end of the first term highlighted that although the child was able to decode words readily, comprehension skills were limited. Spelling was below age related expectations, as was handwriting and Maths.</p> <p>Letter-join introduced to encourage</p>	<p>Starting point: Emerging Y2 in Reading, Writing and Maths.</p> <p>End point: Secure Y2 in Reading, Developing Y2 in Writing and Maths.</p>

	Practise SATS papers for Reading, Maths, and SPAG - Testbase	Testbase subscription £220	correct letter formation and improve presentation in books. Additional in class Literacy and Numeracy support was provided for morning sessions. CPD sessions and additional coaching support was provided to develop the teaching skills of the newly qualified teacher. Practice SATS papers purchased to familiarise pupil with layout and develop skills in comprehension, SPAG, and Maths.	
F	Letter-join Programme. Tripod pencil grip.	£1	Observations by CT highlighted that child F had incorrect letter formation and poor handwriting and presentation skills. Pencil grip purchased and Letter-join programme implemented.	Provision implemented is now beginning to impact on handwriting as evidenced in recorded work in books.
G	Age-appropriate literature for Upper KS2 pupils. Purchase English SPAG, Maths and Science revision materials. Testbase subscription CPD on Effective marking and feedback.	New Literature £150  Revision materials £30  CPD £350	CT observed that Child G was selecting the same type of book to read and suggested some research into different authors. Literature range on offer extended within classroom to take account of extended age range now in school -now selecting from a variety of authors. Revision guides/materials purchased to offer a challenge as Child G is one of the older children in a mixed age KS2 class following the change from a First School to Primary. Misconceptions dealt with quickly and further challenge offered to help raise attainment in English and Maths.	Improved comprehension and writing style. Spelling and punctuation more accurate as evidenced in books. Starting point: Emerging Y5 Reading, Writing, Maths End point: Developing Y5 Reading, Writing, Maths.