

HENSHAW CE PRIMARY SCHOOL

PUPIL PREMIUM [PP]

Additional funding categories:

	PP per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1, 300
Looked After Children [LAC]	£1, 900
Children adopted from care under the Adoption and Children act 2002 and children who have left care under a Special Guardianship or Residence Order	£1, 900
Service children	
Pupils in Year Groups R to 11 recorded as Ever 4	£300
Service Child or in receipt of a child pension from the Ministry of Defence	

Henshaw Primary School PP based upon January 2014 Census £7938

2014-15 use of funding

We have introduced a phonic program throughout the school, Read Write Inc [RWI]. This is taught throughout EYFS and KS1 and used as an intervention in KS2. Children are grouped by ability in four main groups. Speech and language programme, KS2 reading, writing and maths interventions are also delivered throughout school with individual pupils or small groups.

	£
Language & Literacy Materials	2, 400 Year 3 -5
RWI & L & L Staffing	2,750 EYFS to Year 5 daily + intervention groups
SENCO time	1, 100
Speech & Language	1, 050 Various programmes
Intervention groups	1, 500 Daily interventions
Total spend 8,800	

Group support is available throughout school to children with 'multiple risk indicators' supporting maths, reading, spelling, homework and emotional literacy.

Small group and intervention work is available to children with multiple indicators e.g. Free School Meals [FSM] + SEND or those failing to reach age related expectations.

Impact Statements

The impact of these interventions can be seen in the achievement of all pupils and those who are part of significant groups such as FSM and SEND throughout school.

- By the end of KS1 the attainment of all groups is predicted to be at the national average in reading, writing and mathematics.
- In reading progress is being made. In Y1 phonics test and in any Y2 retests, predictions are that results will be in line with national average.
- Pupils and their parents are given the opportunity to contribute regularly to individual reviews of progress. Individual support plans are reviewed at least termly.
- As a result of comprehensive professional development, teaching and support staff are well placed to support a range of special needs including those in need of specific teaching strategies such as children on the autistic spectrum and those with speech and language needs.
- The SENCO has dedicated time to monitor the impact and review the progress of groups and individuals. As a result poor progress is addressed quickly and evaluations are discussed and actioned quickly by the whole school team.

- More detailed progress analysis is available in the form of on-going assessments including six weekly RWI and reading/phonic data, maths data and writing assessments. These show the majority of pupils are making progress.