



All Saints Church of England Primary School

## Pupil premium grant expenditure:

### Report to parents: 2011/12

#### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	221
Total number of pupils eligible for PPG	78
Amount of PPG received per pupil	£600 +
<b>Total amount of PPG received</b>	£38,064 (including historic top-up)

#### Nature of support 2011/12

The greatest need of FSM pupils lie within behavioural and language acquisition/social communication skills. Such aspects remain barriers for pupils to narrow the gap between their achievement and that of their peers. Strategic approach in the first instance has been to ensure a secure emotional environment conducive to behaviour and well-being for learning, language development and tuition in the key skills of literacy and mathematics. This builds capacity for continued focussed support for FSM children in the future, and expands the skill base of the school to reach all pupils' needs.

2011-12 Raising Attainment Plan:  
*Accelerated progress of all children in identified target groups in Y1 to Y5 to show an increase of at least 1 NC level by July '12*



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## Summary of spending and actions taken 2012-12:

- **Additional Language support through Communication Strategy:** **£5,500.00**  
*Consultant Speech and Language Therapist, training programme for universal provision, tailored interventions for FSM pupils, and specific ELKLAN training for LSAs working directly with FSM pupils.*
- **Additional Learning Mentor Support for pupils with Behavioural and Emotional Needs:** **£8,340.00**  
*Skilled LSA briefed to specifically support anger management strategies of pupils with challenging behaviour needs which act as a barrier to learning*
- **Support and development of self-esteem through alternative curriculum provision:** **£4,000.00**  
*Enriching and experiential learning designed to enhance self-esteem, problem solving and communication skills, team work and emotional literacy through Forest School specialist provision across the school.*
- **Tuition for keys skills in Mathematics, Reading and Writing:** **£3,500.00**  
*Bespoke sessions for pupils through tuition provision.*
- **Acceleration support for Literacy:** **£2,400.00**  
*Specialist Literacy support for focus pupils in Year 2, including phonics in Year 1.*
- **Study group acceleration for G&T pupils (led by QTS)** **£950.00**
- **Enriched experiential learning opportunities:** **£3,500.00**  
*Programme of varied creative learning opportunities to engage, motivate and inspire Learning, language development and participation.*
- **Funding for additional nurturing lunch time support:** **£4,270.00**
- **1:1 Counselling support for 13 children throughout the year.** **£2,200**
- **Training for Behaviour support strategies** **£2,500.00**  
*Team teach training, Consultation and support for specific pupils, backfill and training costs*
- **Specific diagnostic testing for SEN literacy needs for 2 pupils** **£900.00**  
*Leicestershire Specialist teaching Service Highlight assessment*

<b>Total PPG expenditure</b>	<b>£38,060</b>
<b>Total PPG received</b>	<b>£38,064</b>



## **Priorities for PPG spend 2012-2013**

Introduction of specialist behaviour manager (Assistant head) to lead Nurture Unit provision for most vulnerable pupils.

Introduction of reading recovery teacher for Yr1 pupils

Introduction of family Link workers to develop work with families and support early morning nurture provision, attendance and punctuality.

### **Continuation of successful programmes to date:**

1:3 Tuition

Counselling services

SEN Spotlight screening (dyslexia screens)

Communication/language specialist support

Specific LSAs to support SEN literacy and numeracy needs

Additional QTS interventions to prevent 'slippage' in reading, writing and mathematics.

Ground

Continued enrichment programme: Forest school Specialism, financial support for trips etc.

## **Measuring the impact of PPG spending**

*The school will evaluate the impact on each pupil at the end of the autumn term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. This is conducted through Headteacher/class teacher Pupil Progress interviews, termly and at half-termly intervals to ensure strategies are becoming embedded.*