



Gt Whelnetham CEVCP School

Pupil premium grant expenditure:
Report to parents: Financial year 2014/15

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll on census day January 2014	114
Amount of PPG received per pupil	£1300
Amount per service pupil	£300
Amount per Looked After Children	3800
Total amount of PPG received	£27,100

Our key objective in using the Pupil premium Grant at Gt Whelnetham CEVCP School is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress. Some of our children start school below the expected level of development on entry and our aim is to accelerate their progress in order to reach age related expectations as they move through the school. We use the money in a variety of ways:

- To further embed the Achievement for All initiative throughout the school. Time is allocated for Structured Conversations with parents of identified pupils
- Funding for Teacher/Teaching Assistant to deliver Talkboost intervention with identified pupils in KS1 and EYFS
- Additional time for the SENCo to update training and to work within the Bury School's Partnership cluster and for teachers to compile Pupil Passports which have small step targets which are reviewed weekly by staff.
- Funding for Teaching assistants in each class to deliver targeted interventions to meet individual needs identified within Pupil Passports, in order to ensure that all children reach their full potential. These are monitored and reviewed half termly to ensure that they are having a positive impact on pupil attainment and progress: –
- Toe by Toe.
- Attack.



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- Speech and Language support
- Daily phonics sessions.
- Power of 2 maths intervention.
- Wave 3 maths intervention.
- Daily reading for identified pupils.
- Nurture group work to support the emotional needs of identified pupils.

Enriching the Curriculum

- Whole school enrichment days enable all children to participate in active learning opportunities which enrich learning, particularly for our most vulnerable.
- Subsidised school visits ensure equal opportunities and access to visits which enrich the curriculum.

Extended School Support

- Early Bird Club ensures that children can
- Funding playtime/ lunchtime behaviour support for identified children
- Nurture Group work to support emotional needs of identified children
- Breakfast Club provision ensures a calm start to each day for identified pupils. This also supports behaviour difficulties experienced by some children when making the transition between home and school. Additional staff provide low staff/ pupil ratio to ensure nurture and support each morning.
- Purchase of school uniform and equipment to support the needs of identified children.
- Subsidised and fully funded places are given to vulnerable pupils for after school clubs which provide a breadth of activities to enable each identified child to develop their interests and skills, including gymnastics, music clubs, sports clubs, art clubs and school choir in order to develop the 'whole child'.
- Swimming costs subsidised for PP pupils.

Measuring the impact of PPG spending



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The school rigorously monitors and evaluates the impact of Pupil Premium funding on identified pupils at Pupil Progress meetings which take place each half term.

Positive effects are noted in the following areas:

- *Improved attendance for FSM children at the school .*
- *Breakfast Club/ Early Bird Club has benefitted identified children with a calm, nurturing environment to start their school day. This has had a positive impact on attendance and the support we give families.*
- *The Achievement For All programme has had a positive impact on **access, aspirations and achievement** for all participating children. Training and support within this programme have enhanced the support we have given to children within school and our support for their families.*
- *The school has introduced a number of interventions to support children develop their literacy, communication and maths skills, which are carefully monitored to ensure they have a positive impact on pupil attainment and progress.*

An impact report will be shared with parents at the end of the **academic** year.