

Beech Green Primary School

Pupil Premium (PP) Grant, Planned Expenditure for the Financial Year 2014/15

(Total Income = £141,000, inc £16,000 2013/14 C/F)

Comparison data based on current Y2,3,5 and 6 (53 children) assessed in Term 4 2013-14 to Term 3 2014-15

<i>Brief Description of Planned Intervention</i>	<i>Cost Allocation from PP Grant</i>	<i>Success Criteria</i>	<i>Summary of Review (Summer Term 2015)</i>
<p><u>General Well-Being</u></p> <p>Proactively supporting the social, emotional and behavioural well-being of PP children, through the work of the Intervention Centre TAs, EWO and other teaching or support staff</p>	<p><u>General Well-Being</u></p> <p>£25,000</p>	<p>Effective management and reduced incidents of disruptive social, emotional and behaviour issues, especially those leading to exclusions. Maintaining good attendance rates for PP children, which is in line with other pupils (Evidenced from Behavioural Records kept by HT and school attendance records)</p>	<p><i>Incidents of disruptive behaviour have been well managed, in line with the school's behaviour policy and disruptive pupils who have been issued with a red letter, have been able to spend time in the Intervention Room. This has helped to reduce the negative impact on other children, as well helping to reduce disruptive behaviour. Attendance rates for PP children have been generally good and EWO has taken action to address any issues.</i></p>
<p><u>Reading</u></p> <p>Improving the reading standards of our PP children, including their attitudes to reading, through regular small group or 1:1 mentoring support Eg. Better Reading Partners.</p>	<p><u>Reading</u></p> <p>£30,825 (Funding based on 1.3 FTE Teacher and 2.2 FTE Teaching Assistant = £92,475 divided between Reading, Writing and Maths)</p>	<p>Nearly all PP children achieving their reading target. (Evidenced from tracking data, Better Reading Partners data and Benchmarking records) Increase in positive responses to survey of attitudes to reading. (Evidenced from pupil feedback)</p>	<p><i>Generally the PP children have made encouraging progress with their reading and we've used TA time to compensate for any lack of home support. For example: progressed by 2 or more sublevels = 21 children (39.6%) Progressed by one sublevel = 22 children (41.5%)</i></p>

<p><u>Writing</u></p> <p>Improving the writing standards of our PP children, including their progress in spelling/phonics, through regular small group or 1:1 mentoring support</p>	<p><u>Writing</u></p> <p>£30,825 (Funding based on 1.3 FTE Teacher and 2.2 FTE Teaching Assistant = £92,475 divided between Reading, Writing and Maths)</p>	<p>Nearly all PP children achieving their writing target. <i>(Evidenced from tracking data)</i></p>	<p><i>Generally PP children have made good progress with their writing. Eg progressed by 2 or more sublevels = 9 children (17%) Progressed by 1 sublevel = 32 children (60.4%)</i></p>
<p><u>Maths</u></p> <p>Improving the standards in maths of our PP children, including their mental skills, through regular small group or 1:1 mentoring support. In particular many of our PP children have been supported through the "In Gloucestershire Children Count" (IGCC) programme</p>	<p><u>Maths</u></p> <p>£30,825 (Funding based on 1.3 FTE Teacher and 2.2 FTE Teaching Assistant = £92,475 divided between Reading, Writing and Maths)</p>	<p>Nearly all PP children achieving their maths target. <i>(Evidenced from tracking data and IGCC records)</i></p>	<p><i>The IGCC programme has been particularly effective in accelerating children's progress and developing their basic understanding and confidence with numbers. In addition; progressed by 2 or more sublevels = 21 children (39.6%) Progressed by 1 sublevel = 17 children (32.1%)</i></p>
<p><u>Accessing the Curriculum</u></p> <p>Ensuring equality of opportunity for all our PP children</p>	<p><u>Accessing the Curriculum</u></p> <p>£21,000</p> <p>(= £138,475)</p>	<p>All PP children participate fully in all areas of school life, such as attending visits, trips and activities, so they are not disadvantaged because of financial constraints. <i>(Evidenced from financial statements for visits and other records kept in the school office)</i></p>	<p><i>All PP children have attended all the trips and visits available to them, thus ensuring equality of opportunity and access to the broader school curriculum. Financial statements for every trip are held in the school office.</i></p>

<p><u>Contingency Carry Forward Fund for Developing a Learning Support "Hub"</u></p> <p>Teaching area currently used by Beech Green Nursery will be vacant from Term 5 (TBC). This will be converted into a fully equipped Learning Support Hub, serving the needs of all our PP children and their families</p>	<p><u>Contingency Carry Forward Fund for Developing a Learning Support "Hub"</u></p> <p>£2525</p>	<p>Nursery provision successfully relocated to new building located on the school field. <i>(Evidenced by feedback from Nursery Manager)</i> Learning Support Hub established and operational. <i>(Evidenced by feedback from staff, children and parents/carers)</i></p>	<p><i>The building of the new Nursery has been delayed due to hold ups in the planning process. Therefore we have not yet been able to set up our Learning Support Centre. However, work should now be completed by late September, so this objective and funding will carry over into next year.</i></p>
	<p>Total Costs Allocated = £141,000</p>		