



**Pupil Premium Grant Report 2014-2015**

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on role	187
Total number of pupils eligible for PPG	41
Amount PPG received per pupil	£1300
Total amount PPG received	£55,675
Additional grant awarded for good practice £1,000	

**Summary of PPG spending**

**Objectives of spending PPG:**

Additional to the key principles Lickhill Primary School;

- Aim for all pupils to make good progress through EYFS and KS1, achieving national expectations by the end of KS1 and close the attainment gap of eligible pupils and their peers.
- For all KS2 pupils to make at least 3 steps progress each year
- Aim to ensure floor standards at the end of KS2 are achieved.

**Record of PPG spending by item/project 2014-2015**

Item/Project	Cost	Objectives	Outcomes
Parenting Liason Lead	% of Senior Leader's role allocated to this endeavour. £8,100	Improve attendance of target pupil. Reduce the number of pupils with attendance below 90%. Target pupils to make good progress and begin to close the attainment gap.	Target of 95% closely met(94.9%) by dedicated meetings with parents and children to explain the importance of regular attendance on attainment. Holiday request also denied in most cases and explanations and letters given.
Attendance Awards	Allocated office staff time to Creation of certificates for 100% and trophy for weekly highest attendance £400	To improve attendance to 96% and reduce the incidence of persistent lateness. Progress of eligible pupils improves and leads to the attainment gap closing  create spread-sheets and analyse data for awards and SL to investigate low attendance. 100% attendance celebrated	Overall attendance at 96.1% And eligible pupil attendance vastly improved from previous years. Last year 93.1% compared to this year – 94.9%
Thrive emotional development programme	£200	Targeted children making good progress and able to break through barriers to learning.	All children on programme had a 98% success rate in lowering incidents – both minor and major. Self-confidence in own abilities heightened and two pupils close to and permanently excluded from previous schools – now successfully accessing the curriculum. Those in Y6 cohort

			securing ARE level 4+ except one LAC child who exceeded all targets set.
1:1 Tuition in years 5 and 6 and LAC	£ 7200	To improve pupil engagement in their learning and pupils knowing their next steps through targeted tuition from booster book, personalising learning and setting targets which are developed back in class.	All pupils reached their writing targets in year 5 and 6, whilst some exceeded them. Both LAC pupils, made huge steps towards closing the gap. Self-esteem rose hugely with a "can-do" attitude, and awareness of next steps clearly observed in Day One and English books.
Delivery of RWI programme across EYSF and KS1 with some Y3 pupils.	£23,000	Small targeted groups of maximum 10 pupils taught by highly trained staff to deliver synthetic phonics programme.	100% success in Y1 phonic screening 2015. Children on programme swiftly closing gap and number entering Y3 on programme lessening each year.
After school support for LAC children	£1,000	To raise self-esteem and accelerated progress and the attainment gap closes in reading and writing	The one of the two LAC pupils made excellent progress and met his Y6 target although not national expectation. The other LAC pupil made good progress but has severe LD on SEN Support and therefore progress very slow. Investigation of specific needs undergone early next year.
Play2Learn Programme and tuition	£180	Allowing all children the ability to play a tuned musical instrument for half a year, learning to read music, focus and concentration improvements and develop a love of music.	All eligible pupils given the same access to tuned instruments and tuition with the possibility of continuing tuition after. 3 pupils using the remittance award for eligible pupils and continued their instrumental learning throughout the year in violin and clarinet. Improvements in focus and attention seen throughout other core subjects.
Break time homework club run by TA/teachers	£500	Opportunity for eligible pupils and others to have access to key teacher/TA to support homework tasks and access to computers.	Overall progress across school was at expected rate, but pupil engagement in homework improved and the quality and enthusiasm and pride in homework improved with many high quality examples. All pupils aware of school expectations and what happens if homework is not attempted. Access to the club allowed misconceptions and confusions to be ironed out and thus higher engagement in all projects.
Numercon Closing the	Training - £500	To create detailed assessments of pupil's	After training, evident that extremely time-consuming

Gap delivery and training	Assessments and delivery £1580 + £635	mathematical abilities for those well below attainment and find detailed gaps, plan activities to close these gaps and time in 1:1 sessions to teach specific content	diagnostic assessments. More time required for teaching TA staff requirements. After slow start to year, interventions begun and with more systematic approaches, the interventions were seen to have a dramatic impact if carried out regularly and attainment increased towards closing the gaps. Where less time allocated due to changes in TA structures, less impact. – organisation for next year to be well thought through with time-scales.
Precision Teaching programme	£2,900	All eligible pupils who's attainment and attitudes to learning low, receive 10 min daily precision in any area of additional need – high frequency reading and spelling, phonic sounds, maths bonds and tables. Daily self-competitive tests after multi-sensory teaching session, builds self-esteem and improves attitudes to learning	All pupils on programme made huge improvement in specific areas and self-esteem in these areas of difficulty raised through self-competitive visual graphing of results and time with TA to check in on learning. Impact in wider subjects also significant.
Come Dine opportunity at lunch	£1350	Eligible pupils invited where required to dine with Thrive TA and develop self-esteem and confidence, improved behaviours for lunch time and gauge emotional states of individuals most in need of sympathetic ear.	Behaviours in hall and playground improved – major decrease in incidents of poor behaviour and aggression. Also time for some extremely traumatised pupils to have adult support over time of most difficulty for them – eg lunch time where down to their own friendships and independence. Attendance improved from access to this opportunity.
Other targeted interventions and support	£7000	All eligible pupils targeted to their individual needs through booster book work and use of teacher and TA time. Each pupil's needs identified and systematic programmes put into place alongside SEN work to ensure eligible pupils begin to close the gap.	Booster book work closing the gap in specific areas across each class has had a targeted individualised impact on all eligible pupils. Specific six week interventions put into place where necessary have all been given green RAG rating, except Numercon where staff support affected by re-organisation.
Additional reading support	£2008	Allocated TA time to hear daily readers across the school for eligible pupils, supporting phonics and comprehension.	Reading has had highest impact in 2015 end of year data with eligible pupils gaining more confidence, fluidity and accuracy.

Summary			
Total PPG received			£55,675
Total PPG expenditure			£56,553
PPG remaining			0