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| Germoe Primary School  Pupil Premium 2016-2017 | | | | | **July 2017**  **7 FSM**  **2 Ever 6**  **3 RO/LAC** |
| Total number of pupils and pupil premium grant received April 2016 | | | Year end July  2017 | Impact/outcomes | |
| Total number of pupils on roll | | 49 |  | * 9 pupils receive pupil premium children in total (7 FSM & 2 Ever6) * 3 pupils receive Pupil Premium Plus   FSM + SEN (incl. O/A children) =5/7 (71%)  FSM + no SEN =2/7 (29%)  PP (FSM +Ever6) + SEN (incl. O/A children)=4/9 (44%)  PP (FSM +Ever6) + no SEN =5/9 (56%)  LAC + SEN = 1/3 (33%)  Funding has been used to support academic achievement and progress. Most children are working toward, if not at age related expectation. Many have made good progress, many have exceeded expected progress. The children’s well-being has been well supported and funds have been used to ensure rich and broad learning environments and activities. Trips and visits remain important learning opportunities for us. We have continued to build our provision for social, emotional and mental health support, and many of our children in receipt of the Pupil Premium funding have benefitted directly through small group and individual input. This has in turn ensured happier learners, making more progress, and for us, has addressed the need to nurture the whole child. | |
| Total number of FSM + Ever 6 pupils eligible for PPG (£1300) | | 9 | 11700 |
| Total number of looked after children eligible for PPG (£1900) | | 3 | 5700 |
| Total number of service children eligible for PPG (£300) | | 0 | 0 |
| Total Funding received | |  | £17400 |
| Summary of spending 2016-17 | | | |
| Item | £ | |  |
| SEND support | 5000 | | 5000 | SENDCo salary  Nurture Group Leader salary  Active Intervention Salary  Class TA support for in-class, group & individual interventions  All children receiving pupil premium have made at least good, if not progress exceeding expectation with the exception of one child whose learning barrier is severe. The funding this year has also been used to establish a nurture group which has supported the academic progress of children whilst meeting their needs emotionally. | |
| School residential support | 500 | | 1000 | Summer ‘camp’ subsidy to Scilly Isles  Skiing trip subsidy to Italy  Swimming subsidy  Visits/trips subsidy  Children and families have been supported in taking part in wider educational experiences that have enriched their learning, developed and supported resilience in learning, and developing social and emotional understanding, exampling how funding has been used to develop the whole child. | |
| Educational Psychologist | 500 | | 500 | Assessment visits when required (1 day = £500)  The educational psychologist service has supported us in meeting the varying needs of children in school, to ensure their learning potential and well-being is supported to the maximum. It has also helped us with our work with parents and with further referrals to achieve the best out-comes for the children in our care. | |
| Boosters and interventions | 5000 | | 5000 | “Speed up” handwriting  Cluster maths groups  Go Noodle  Mathletics  Fun Fit  Social/Emotional interventions/mental health groups  Talking & Drawing therapy  Nurture  Massage  Social story work  Occupational Therapy (1:1)  Reading boosters  Pre-teaching/post teach  Addressing misconceptions intervention  With the funding we are able to meet children’s needs at individual, as well as group level, out of class, in class, physically, cognitively, emotionally and socially – the Pupil Premium is helping us to ensure our pupils have the best we can provide, within an exciting and engaging learning environment. | |
| ICT resources | 1900 | | 1900 | Android Tablets (supply & fitting of 10 units) | |
| Emotional, Social and Mental Health | 500 | | 500 | Salaried support (Nurture)  Emotional resilience and support of mental health difficulties  Talking and Drawing  Coaching for children  THRIVE  Many of our children have social and emotional difficulties and we have sought to continue to develop our SEND and pastoral provision this year, in order to fully meet the needs of our children prior to seeking further help where necessary, within the familiarity of school and staff. We foresee this area of need to be an area where on-going provision will be necessary and it has enabled us to be reactive and address need when it arises. | |
| Minibus | 2000 | | 2000 | Transport to and from competitions  Transport to and from booster groups  Wider learning opportunities – academic and sport, educational visits ( Plymouth Marine, Farm & Country day, Rocket cars, Pantomime)  Staff training and enrichment (Reggio, Worthing)  Funding of the minibus enables access to wider learning opportunities and experiences, both complementary to the learning and providing additional enrichment. The minibus has also enabled staff development trip to Worthing for Reggio. | |
| Staff training | 1300 | | 1300 | PREVENT  Coaching for children  Deep Level Learning  Enquiry based learning  Reflections Approach (Worthing)  Emotional First Aid  Massage in School  Anxiety training  Autism training  Boxall Profile  Mental Health in schools  Attachment training  Maths training for co-ordinator - dyscalculia  Well-being and Involvement  Thrive Training  As a staff we have invested in various training opportunities to support our children’s needs, class needs, as well as our school development focus, which encompasses the development of well-being as an important factor with regard to the attainment and progress a learner achieves. Training is cascaded at staff meetings and good practice is share by all which is effective in terms of cost and dissemination benefitting children in receipt of pupil premium and the whole school | |
| Resources | 200 | | 200 | Resources to support:  Dyslexia – over-lays, reading rulers  ADHD  Sensory Processing difficulties (weighted toys, light resources, chewellery etc)  ‘Dyscalculia’ maths book  We have used funds for individuals and for groups/classes. We try to ‘broaden normal’, by giving all a chance to use different resources, in order to ‘normalise’ their use. This often helps those who have to use adapted resources, feel less awkward about being, what they would otherwise perceive, as ‘different. In this way, our children’s well-being and self-esteem are protected and all develop tolerance and acceptance as each other as learners and individuals. | |