

HURSTHEAD INFANT SCHOOL

Pupil Premium Grant Expenditure

Report 2016/2017

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2016/2017	
Total number of pupils on roll	270
Total number of pupils eligible for PPG (Academic Year 2016/17)	9
Amount of PPG received per pupil (Financial year 2016/17)	£1400 - £1900
Total amount of PPG received	£12,320

Provision

Pupil Premium funding is used at Hursthead Infant School to directly benefit the individual pupils depending on their needs – emotional, social or academic. Our objective is to directly use the funding to support the individual achieve their potential. Pupil Premium funding has, in the past, and is currently being used in the following ways:

- To give extra individualised direct teaching, by a Teacher, Higher Level Teaching Assistant or Teaching Assistant individually or within small groups of the basic skills of literacy and Numeracy (Individual or small group intervention – sentence writing, phonics, spelling, numicon)
- To give extra individualised direct teaching, individually or within a small group, by a Teacher, Higher Level Teaching Assistant or Teaching Assistant, to enhance and challenge pupils understanding and knowledge within Literacy and Numeracy extending the pupil's deeper learning and skills.
- To give extra directed teaching, by a Teacher, Higher Level Teaching Assistant or Teaching Assistant to develop fine and/or gross motor skills and language/communication acquisition. (Intervention Groups – Motor Skills United, extra handwriting sessions, Time to Talk, social stories, story boards)
- To support parents through sessions with a qualified Parenting coach on days and at times convenient for the parents. This intervention supports the whole family.
- To deploy a Learning Support Assistant, under the direction of the SENCO and Headteacher, to give pastoral and social support for individual pupils at 'trigger' points in the school day. This intervention has ensured positive outcomes for pupils at times when they have needed greater support.

- To deploy a Learning Support Assistant under the direction of the class teacher and Headteacher to give pupils’ emotional and social support during classroom learning and undertake intervention work to give pupils’ techniques to develop self-calming strategies. This is essential for pupils who find the busy classroom a stressful place to be.
- To use a Learning Support Assistant and Teaching Assistants, under the direction of the Class Teacher and Headteacher, to deliver SEAL work with pupils – individually or within small groups as appropriate. These sessions give pupils opportunities to reflect, discuss and understand their feelings and emotions promoting the skills of co-operation and listening and encouraging empathy and consideration of others feelings and perspectives.
- To use the “Happy to be Me” resources and activities with pupils in small groups, undertaken by a fully trained teacher (who will disseminate her knowledge to HLTA, TA and LSA as appropriate and oversee their work) with a focus purely on promoting pupil’s self-esteem and confidence. These activities are aimed at developing resilience and self-belief, vital skills for vulnerable pupils.
- To give pupils enhanced opportunity to explore, develop and extend their interests through extra-curricular clubs, sessions and experiences.
- To ensure pupils are fully included in the breadth and “hands on” experiences included within the school’s curriculum, such as educational visits and visitors.

2016/17 Pupil Premium is being directed to individual pupils in the following manner:-

Action	Objective	Outcome
To provide extra tuition of numeracy and literacy skills, including phonics	To ensure our Pupil Premium pupils attain Literacy and Numeracy skills at age-related expectations and above	Year 2 Pupil Premium pupils attain expected standard at the end of KS1. Year 1 Pupil Premium pupils attain expected level and pass Phonic Screening Test. Reception pupil premium pupils attain expected level at the end of the Early Years curriculum.
To provide intervention supporting the development of pupils’ fine/gross motor skills	To enhance pupils’ core stability and gross/fine motor skills	Pupils display increased co-ordination, gross and fine motor control and improved handwriting skills as appropriate to the individuals.
To provide enhanced opportunities of a pupils’ interests within or outside school	To give pupils opportunities which will motivate and inspire	Positive feedback from parents and pupils in regard to opportunities Higher levels of engagement and commitment to extra-curricular by pupils

<p>To deliver SEAL work with pupils e.g the “Happy to be me” group – a self-esteem and confidence boosting intervention</p>	<p>Pupils have the opportunity to reflect, discuss and explore feelings. The sessions promote the skills of co-operation, listening and consideration for others – valuable social skills</p>	<p>Pupils’ social skills and understanding increased Pupils’ friendship groups widening Pupils’ self-esteem and well-being enhanced</p>
<p>To give pupils, with emotional and social difficulties, 1:1 coaching and support</p>	<p>To enable pupils to self-calm and develop greater self-control. To enable pupils to develop emotional resilience. To enable pupils to understand social situation</p>	<p>Pupils able to control their emotional reactions and developing social skills. This will encourage them to gain learning readiness.</p>
<p>To deliver speech production intervention 1:1 following a speech and language programme</p>	<p>To increase clarity of speech in order that the listener has full understanding. To develop details in to speech.</p>	<p>Pupils’ speech to reach the expected age appropriate level and detail</p>