



Pupil Premium Grant Expenditure
Report to Parents: September 2013 – 2014

Key Priority:- To continue to close the gap between the academic attainment and progress of pupils qualifying for pupil premium and those not in receipt of pupil premium.

2013-14 Allocation: £106,500

A: Raising standards in the key skills of Reading, Writing and Maths -

<u>Target</u>	<u>Action</u>	<u>Impact Measure</u>
Raise standards in key skills outcomes for PP pupils across the EYFS	10 hours SLA with EYFS EDA Specialist	Tracking of pupils indicates improved rates of progress and attainment outcomes at the end of Nursery and Reception for PP children
Further close gap in progress and attainment between PP pupils and non-PP pupils by the end of KS1. Continue to ensure there is NO gap in progress and attainment between PP pupils and non-PP pupils by the end of KS2	Fund additional members of teaching and support staff to:- Provide 1:1 and group intervention, additional Booster support, Easter School for targeted pupils in Y6, Y2. TTOTS Consultancy purchased to provide training and support for fine/gross motor, Dyspraxic and Hypermobility needs.	Raise Data indicates closing of gap by end of KS1 and continued gap closure by the end of KS2 Children with additional needs are appropriately supported

B: Raising standards through Curriculum Development and Innovation -

<u>Target</u>	<u>Action</u>	<u>Impact Measure</u>
Ensure all pupils have access to on-line technology and hand-held devices to support learning	Purchase of iPads, Notebooks, RM Unify (cloud) and RM Books. Wireless access enabled across entire school.	Pupil, Parent and Staff Teaching and Learning feedback discussions / questionnaires.
Ensure pupils have access to a broad range of multimedia tools	Purchase green screening equipment	Pupils using multimedia to record responses to learning opportunities
Ensure staff and pupils have access to hands-on guidance in the use of a	Purchase additional expertise from 'Learning Beyond the Boundary'	Staff and pupils are empowered to use multimedia tools

broad range of multimedia tools		purposefully in the course of their learning
Compliment curriculum studies with a raft of educational visits off-site and from specialist visitors on to the school site	<p>Educational visitors and visits out timetables across every year group compliment long-term curriculum map.</p> <p>Additional Durham Music Service Provision</p> <p>Commitment to financial support for FSM pupils receiving small group instrumental / vocal peripatetic tuition</p> <p>Steel Pans Tuition; Arts Awards ('Discover' and 'Explore' - Trinity College London)</p>	Pupil, parent and staff stakeholder surveys / pupil Teaching & Learning interviews evidence positive impact on learning

C: Increasing student engagement & pastoral support-

<u>Target</u>	<u>Action</u>	<u>Impact Measure</u>
Ensure pupils with additional behavioural and emotional needs are well-supported – raising standards in their achievement and that of their peers	<p>Additional Educational Psychology SLA</p> <p>Early Intervention SLA</p> <p>Additional Breakfast Club Staff</p> <p>Learning Mentor</p> <p>Nurture Group staffing</p>	Raise Data indicates PP pupils with social and emotional needs are making at least expected progress
Ensure that pupil families with needs are well-supported and advised	Employ a part-time PSA to support vulnerable families in need of additional support	Outcomes for relevant pupils are significantly improved in academic and social and emotional terms

The impact of investment Academic Year 2012-13:-

In 2012-13, school was very successful in closing the gap between the attainment and progress of pupils in receipt of Free School Meals and those pupils who were not:-

- At KS2 pupils qualifying for FSM achieved higher APS in Reading, Writing Maths and Spelling and Grammar than the National Average for FSM pupils. These pupils also achieved a higher APS than their school-based non-FSM counterparts in Reading, Writing and Maths.
- At KS1 pupils qualifying for FSM achieved higher APS in Reading, Writing Maths than the National Average for FMS pupils. These pupils also achieved the same APS as the National Average for non-FSM pupils in Maths and were just below in Reading and all core subjects as a whole.