# Great Linford Primary School School – Pupil Premium Expenditure 2015 -16

The table below shows how the school apportions its ‘Pupil Premium’ allocation. The Staff and Governors firmly believe that the vast majority of our families flirt with being eligible for Free School Meals (FSM). We also have a percentage of families that don’t/won’t claim.

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| Pupil Premium for 2015/16 - £127, 300 – how is this being used? | | |
| Before  School  Hours | Breakfast Club (50 % discount for all PP pupils)  Staffing: total costs (7.45am-8.30am)  2x LSAs  Food costs per year (This will increase with numbers) | Impacting on PP pupils.  LSAs engage in  ‘Wellbeing’ arrival checks with children.  The atmosphere and environment before school is much calmer.  Children are fully fuelled for the day ahead.  Lateness to school has been greatly reduced  Schools relationships with families strengthened. |
| During  School  Hours | Breakfast for any children who on wellbeing check inform teachers they have not had breakfast r who have not had a healthy breakfast or a drink  Food costs per year (This will increase with numbers)  Family champion  2 x LSAs | Impacting on PP pupils.  LSAs engage in  ‘Wellbeing’ arrival checks with children.  The atmosphere and environment before school is much calmer.  Children are fully fuelled for the day ahead. |
| During  School  Hours | 1 Full time Family Champion to support children and help families break through barriers to learning | All PP children and families have access to the Family Champion  Support provided for newly arrived pupil premium children |
| Smaller classes (school only funded on 1.5 form entry but provides 2 classes in all but current year 6)  Year 6 group teaching supported every day by non-class based AHT and SENCO | All pp children have higher child to adult ratio  PP children in year 6 catch up and are secondary ready. |
| Restorative Practice Training For staff | Whole school and key staff training impacting on all PP children. |
| Read, Write Inc intervention – Additional training & resources required. | RWI training and materials to support identified children. |
|  | School councillor | 1-2-1 counselling provided for PP children with social and emotional needs. |
|  | School play therapist appointed 2 days a week and play therapy room set up | 1-2-1 support for children and families over 2 year period. Behaviour in school (and at home) has improved. Attendance has improved. |
|  | Easy Read Training and access in place to provide additional reading intervention for PP children | 1-2-1 and small group support to narrow gap in reading for pp children |
|  | Construction of family room to provide supportive base for vulnerable parents to talk in comfort and confidence with family champion, SENCO or Safeguarding lead | Vulnerable PP families are supported and linked quickly with appropriate agencies for further support. |
|  | ICT provision updated to enable PP children to access IT interventions for maths, reading, phonics and grammar  Training for teachers and TAs provided | Gaps narrowed in maths, reading and spelling |
|  | Nurture specialist training undertaking. Visits arranged to good and outstanding schools to magpie best strategies. Nurture specialist LSA and assistant appointed. Nurture room constructed and Nurture provision begun. Boxall profile training undertaken as one measure of need and impact for PP requiring nurture.  LSA specialist training in Trauma and Attachment, Bereavement and de-escalation. LSA specialist provides bereavement support    LSA specialist training and provision of Forest Schools | EYFS and Year 1 pp are able to interact with other children and access their learning.  PP children supported with bereavement and anxiety sessions.  PP children further develop and understanding of their immediate environment and community. |
|  | FAST (Families and children together) training for LSAs and lead teachers (2 days) 8 week intervention reaching 20 families linked directly to Cambridge university research project.  This involved planning and delivering sessions, purchasing and cooking food for family meals for 8 Mondays from 3.30 -6.30 | Relationships between PP children and families further developed.  Relationships between PP families and schools further developed.  PP parents build confidence to network with each other, appropriate agencies and apply for training or employment opportunities if required. |
|  | Numicon training and resources purchased to introduce maths intervention to further support PP children to shift understanding from concrete to abstract | PP children narrow gaps in mathematical understanding and skills. |
|  | Daily Family Lunchtime provide by HT or SLT to grow social skills around eating and playing at lunchtimes | Behaviour at lunchtimes is improved and children grow interaction skills. Children return to lessons calm. |
| After  School  Hours | Discounted after school clubs available for all PP children | To provide a good range of free to access after school clubs. |
| **Grand total: £127,300** | |  |

To ensure that PP is spent well data is collected comparing the standards and progress of children who are on the PP list with national statistics. We also look closely at the difference in attainment and progress between children who are and who are not on the FSM6 register at our school.