

Our allocation for Pupil Premium Grant (PPG) 2011-2012 was £37,000

This funding will focus on the provision and implementation of individual and small group support in reading, writing and maths and the extension of first hand experiences in order to support, enhance and develop learning across the curriculum.

Additional provision for 2011-2012

Provision	Aim
Opportunities for children to attend a 16 week 'Draw and Talk' programme to help support their emotional wellbeing (4 members of staff can work with 2 children each every half term)	Improved social / emotional wellbeing for pupils in school, resulting on a positive impact on being ready to learn
1 to 1 dyslexia programme for identified children on a termly basis	Children will be expected make accelerated progress in all areas of literacy, and work with an increased confidence
ICT resources to provide secure structure and intervention programme for children with dyslexia in KS2	Children can access the 'Nessy' intervention programme as part of their daily learning, therefore be expected make accelerated progress in all areas of literacy, and work with an increased confidence
Reducing group sizes in Years 5 & 6 for literacy and numeracy teaching	Children will be expected to make accelerated progress in writing, reading and numeracy
PPA teachers employed directly by the school, part funded by PPG	Classes are covered by teachers who know the school well during PPA and leadership time, ensuring learning time is not compromised
One to one /small group out of hours tutoring	Children will be expected to make accelerated progress and achieve at least age expected targets
Funding places at After School Club for vulnerable pupils	Children have structured opportunities to develop social and communication skills, in turn impacting on their learning skills and improved standards of work
Funding places at sports clubs for vulnerable pupils in the holidays	Children have structured opportunities to develop social and communication skills, in turn impacting on their learning skills and improved standards of work
Phonics intervention delivered to clearly identified small groups	Children will be expected to make accelerated progress in

Provision	Aim
of children throughout school	phonics and achieve at least age expected targets
Writing intervention delivered to clearly identified small groups of children throughout school	Children will be expected to make accelerated progress in writing and achieve at least age expected targets
Counselling provided for 3 pupils in need of direct work from an outside source	Improved self esteem and wellbeing for the child in turn impacting on their readiness to learn
Additional phonics group daily in KS1	Children will be expected to make accelerated progress in phonics and achieve expected targets

Outcomes:

- School data shows 83.7% of children met the expected level of phonics at the end of KS1 – compared to 53.9% in Kent, and 58% of children Nationally
- Average total progress (in sublevels) of children who were funded counselling from an external source was 2 sub levels (expected progress would be 2 sublevels per year)
- Average total progress (in sublevels) of children who were funded a place at ASC was 2.1 sub levels
- Average total progress (in sublevels) of children who had significant 1:1 dyslexia intervention (3 x 15mins 1:1 work / week) was 2 sub levels
- Average progress pupils made in Y5 due to smaller teaching groups (average progress 3 points) Reading 4.79 points, Writing 4.11 points, Maths 5.16 points. (This group include children who had 1:1 tuition)
- Average progress pupils made in Y6 due to smaller teaching groups (average progress 3 points) Reading 2.65 points, Writing 4 points, Maths 6.05 points. (This group include children who had 1:1 tuition)