

## Stanford Infant School

### Report on the expenditure of the Pupil Premium Funding and the impact of the additional support it provides

This report refers to the period between 1<sup>st</sup> September 2011 and 20<sup>th</sup> July 2012. Pupil premium is deployed in accordance with our Pupil Premium Policy. Support is only allocated to those pupils who need it to make expected progress, so it is not simply divided equally and exclusively amongst FSM pupils.

Our 2011/2012 Pupil Premium allocation was <b>£6344</b> . This has been specifically used to provide the following additional provision:	
The number of pupils who received pupil premium funded support during this period	59 pupils Reception = 16 children Year One = 29 Year Two = 14
<b>Provision:</b> Employed additional member of support staff to be Individual Needs Assistant (INA) to children with specific behavioural difficulties. Also, enables cover in classes to allow other support staff to support children in other areas of the curriculum, according to their strengths, e.g. support staff member leading on behaviour and attendance/running social skills of language groups/circle of friends.  Additional Support Staff Hours  ELS Programme (16 weeks from Autumn 2 to end of Spring 2) – extra support staff hours.	<b>Cost:</b> 15 hours at a cost of £3393  3 hours per week - £1835 towards this cost  8 hours per week X 16 weeks at a cost of £1116.00

Pupil Premium has provided the following support to these and other pupils who have needed it.

Year Group	Provision	How many children have had this?	What has been the impact?
<b>Reception</b>	EYFS Booster Groups (fine motor/phonics/numeral recognition) (2 ½ hours per week)	FSM: 2 Other: 2	Confidence levels increased
	Speech and Language Support	Other: 7	Speech and Language Programme followed – target speech sounds met and new ones set if appropriate
	Social Skills of	FSM: 1	Group goals specific to

		Other: 5	
	Golden Eagles (Motor Skills Group)  (1 hour per week)	FSM: 1 Other: 4	Improvements in attention, concentration and confidence
<b>Year One</b>	SEN booster in Y1 (5 hours per week)	FSM: 1 Other: 4	Confidence levels increased
	INA for children who need additional support	FSM: 1	Due to feeling of success and achievement, child has taken increased responsibility for learning and choices. Thus has made enough progress so support has been reduced – INA has been able to support child with severe behaviour needs
			More positive experience of school
	ELS Support in Y1 (1 hour 20 mins per week)	Other: 21	Attitude to Phonics/Reading and Writing improved; thus more confident in these areas
	Social Skills of Language  (½ hour per week)	Other: 17	Group goals specific to need; increased confidence in social situations
	Speech and Language Support	Other: 5	Speech and Language Programme followed – target speech sounds met and new ones set if appropriate
	Golden Eagles (Motor Skills Group) (1 hour per week)	Other: 4	Improvements in attention, concentration and confidence
<b>Year Two</b>	SEN booster in Y2 (9 hours per week)	FSM: 1 Other: 9	Confidence levels increased
	LLSS (3 hours per week)	FSM: 1 Other: 9	Children have made very good progress with their reading skills.
	Speech and Language Support	Other: 2	Speech and Language Programme followed – target speech sounds met and new ones set if appropriate
	Social Skills of Language  (½ hour per week)	Other: 5	Group goals specific to need; increased confidence in social situations

	Golden Eagles (Motor Skills Group) (1 hour per week)	Other: 4	Improvements in attention, concentration and confidence
	Circle of Friends	Other: 1	Further developed social/communication skills – greater understanding of friendship. Support network provided for child; building better relationships with peers, so they can support in class

We have compiled data that shows the progress and attainment of individual children between September 2011 and July 2012 in reading, writing and maths for each pupil group in EYFS, in Year 1 and in Year 2.

Our Whole School Provision Map also details the wide range of other provision our school makes that is funded from our general school budget. This is used to offer children in receipt of FSM or those at Head Teacher's discretion regarded as 'in need', to access wider extra-curricular activities providing educational and social enrichment opportunities.

### **How we will use the Pupil Premium funding in 2012/2013:**

The financial year does not synchronise with the academic year. Therefore, our pupil premium funding for the financial year 2012-2013 is 12,000.

#### We intend to use this allocation to:

- employ a Learning Mentor to work with children in the school to help remove barriers to learning so that the children have better outcomes
- introduce the '1<sup>st</sup> Class at Number' mathematics intervention programme for Year 2 children in the Autumn Term 2012 and then again for Year 1 children in the Summer Term 2013