



# COCKTON HILL INFANTS' SCHOOL

## Pupil Premium Grant Expenditure 2013-14

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	169
Percentage of pupils eligible for PPG	42.60%
<b>Total amount of PPG received</b>	<b>£68,400</b>

### **Nature of support 2013/14**

#### **Support for pupils was provided through the funding of:**

0.2 Teacher to deliver booster session in Reading, Writing and Maths to promote challenge for Higher Ability in Year 2.

0.5 Teaching Assistant to support children experiencing emotional, behavioural, self esteem difficulties

0.5 Teaching Assistant to support independence with health and self care, basic literacy and numeracy skills in Reception classes.

0.5 Teaching Assistant to deliver specific interventions targeting reading, writing, maths and social skills.

- Upgrading of school library – books, shelving.
- Staff training and development: developing the use of our school grounds for literacy, numeracy, science.
- Development of the school grounds as an outdoor learning environment.
- Drama experiences and workshops (whole school).
- Writing intervention programme (Year 1 and Year 2).
- Curriculum enrichment and extended school activities.
- ICT resources e.g. iPads and iPods.

### **Curriculum focus of PPG spending 2013/14**

To support pupils at Cockton Hill Infants' School all Pupil Premium funding was targeted at:

- The main areas of the curriculum – Reading, Writing and Maths to raise attainment and improve rates of progress.
- To develop social skills, emotional well-being and behaviour of pupils.
- To increase access to a greater range of experiences which will impact upon learning.

### **Measuring the impact of PPG spending**

Impact will be measured at the end of each term and reported to Governors:

- Children have access to more small group interventions for basic skills.
- Children enjoying a range of experiences beyond what school provides through the curriculum.
- Children who require support to develop their emotional well being have accessed a 'Getting Along style' programme.
- Several families benefiting from improved emotional well being and behaviour of children.
- Some improvement in attendance
- Parents have reported how much more enthusiastic children are when reading new library books at home.
- Children experience more engaging phonics activities.
- More able children entitled to Pupil Premium have experienced more curriculum enrichment activities and small group support.
- The majority of pupils entitled to Pupil Premium are making expected or better than expected progress in reading, writing and mathematics.

## Impact of PP funding for 2013/14

### Achievement

Children overall are achieving higher than the national average, and pupils supported by the pupil premium also achieve high than their counterparts nationally. The in-school gap is closely rapidly in all subjects as can be seen in the results of 2014 Year 2 SATs. The following figures/table shows how much the gap has narrowed.

	July 2013	July 2014
Reading	-1.5	-0.9
Writing	-1.5	-1.0
Maths	-0.8	-0.5

The figures refer to the Average Points scored by the 2 groups of pupils eg. in July 2013 children who are not supported by pupil premium were on average 1.5 points ahead in Reading and Writing and 0.8 ahead in Maths, by July 2014 they were only 0.9 ahead in Reading, 1.0 ahead in Writing and 0.5 ahead in Maths.

Action being taken this year should close this gap still further.

### Attendance

The overall attendance of pupils supported by Pupil Premium for 2013-14 is approximately 93% while the attendance of other pupils is approximately 95%. Headteacher is monitoring/analysing attendance data and working with families and improvement agencies and this has resulted in some specific cases of much improved attendance and punctuality particularly for some children in Early Years who are eligible for Pupil Premium funding.