

## The Laurels Primary School Pupil Premium Income and Expenditure 2015-2016

Number of pupils and pupil premium grant (PPG) received 2015-16*	
Total number of pupils on roll	152
Total number of pupils eligible for PPG( September 2015) includes Ever 6	30
Total amount of PPG received( September 2015) includes Ever 6	£39900
<b>Provision</b>	
<b>Uniform and Lunch subsidiary</b>	<b>Cost</b>
By providing this for the children they were able to start the day ready for school, they felt part of the school community and able to sustain a day of learning following a substantial meal.	£200
<b>Breakfast Club</b>	£475
An Early Bird Club was run on a daily basis. This targeted PP children in those families who particularly struggled to get their children into school on time, meaning children often arrived in school in an unsettled state, sometimes without having had breakfast, and missed the start of their morning sessions. By offering an earlier start time and a free breakfast, the children had a smoother, more settled start to their day. Not only were they in class ready to start the day punctually, but this also helped to improve their performance in class throughout the whole morning.	
<b>Learning Mentors</b>	£19000
PP children identified as struggling in class, in terms of the desired behaviour or attitude towards learning, were referred by the class teacher to our Learning Mentor. The children then followed a programme to work towards removing the barriers to learning that the child was experiencing (listening skills, following instructions, unsettled transitions between home and school etc). Sessions would last ½ hour per week and following the completion of the programme, children were monitored in class to see that the intervention had had the desired effect.	
<b>Social Skills group</b>	£3,357.58
Social Skills interventions were run by the LSA for those PP children who were identified as struggling with their social relationships/ friendships at school. LSA's ran activities such as Circle of friends, sharing puzzles, partner and group games, instigated games for play times thereby ensuring that children were happier at school in their relationships and by extension, more settled in their lessons. The children learnt key skills in life, walking to the shops and paying for items, positing letters etc.	

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<p><b>Daily Personalised Learning</b> Personalised Learning interventions were run by Teaching Assistants on a 1:1 / small group basis. The content of the interventions for PP children was identified by the class teacher, ensuring it was tailored to the child's personal learning needs. Interventions such as handwriting (Jump ahead), sentence building and grammar reinforcement, addressing math's gaps, development of inference skills and reading comprehension skills took place in the afternoons – the frequency of sessions being dictated by the need. Class teachers were regularly updated on the progress children had made and the improvements children made as a result of these interventions were observable in class.</p>	£4060
<p><b>Speech and Language and Precision teach</b> Speech and Language sessions were run daily (15 minutes per session) to work on the Speech and Language targets of PP children set by outside agencies and led by Nicky Empson (a trained Speech and language practitioner). Sessions ensured children met their Speech and Language targets, improved general confidence and allowed children greater access to class learning.</p>	£2372.74
<p><b>Clubs</b> PP children from families who struggled to financially support their children with our daily after school activities were invited to ta range of targeted clubs club after school. (e.g., KS2 spelling club) Run by school teaching staff children are supported in completing their homework, ensuring that these children were afforded the same opportunity to consolidate their learning as all other children.</p>	£1000
<p><b>Attendance Officer</b> One of the roles of the Attendance Officer was forming a personal relationship with PP families across the school. This was through informal, light touch catch-up meetings with the children on a day to day basis, as well as catching up with parents before, after and during school as necessary. In the role of a 'trusted adult', the officer could hold meetings and offer support to ensure these children were in school on time daily and had everything they needed to be successful. On occasions the officer would attend the house when a child was missing from school.</p>	£200
<p><b>Additional TA Time / Reading Recovery</b> The additional TA time allowed interventions as outlined in the Daily Personalised Learning section above to take place in the afternoons in all year groups, including a programme of support for Reading. This in most cases lead to more than a year's progress over 6 weeks. It also ensured that classes before lunch and in other afternoon sessions benefitted from an additional teaching adult in the room who could work with PP children as required, ensuring the best outcomes for those children at these times, especially where behaviour was an issue.</p>	£9241.74
<p><b>Trips and visits Subsidy</b> Any parents / carers who were experiencing financial difficulties were offered a reduced price for the trips (sometimes a greatly reduced price) to ensure that every single PP child in all year groups including Year 4 Residential who wanted to go on a residential was able to do so.</p>	£200

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<b>Play Therapist</b> The School Counsellor sees children including PP children who are struggling with often extreme specific issues in their home lives. Weekly play therapy sessions and other forms of counselling with a trusted adult in a safe environment, benefits the children's mental well-being, which in turn allows them to better participate in school life.	£3000
<b>Total</b>	<b>£43107.06</b>

\*Please note that due to the expanding nature of the school additional funds are received throughout the year from West Sussex County Council. These funds are added to the initial funds that are delegated in April each year.

A detailed spread sheet identifying how much is spent on each child is held by the school.