

Charlwood Village Infant School
Pupil Premium Funding Allocation 2015 ~ 2016 - Use and Impact
Pupil Premium Funding for 2016-2017 - Intended Use



The amount of Pupil Premium funding is calculated on the number of children in the school who are eligible on financial grounds to receive Free School Meals or have at any time been eligible during the previous 6 years. These are generally children from families on a low income who have made the school aware that the children are eligible for Free School Meals, even if they choose not to take them. Schools are unable to claim this additional financial support unless they are made aware of children whose family circumstances make them eligible for Free School Meals. The current amount per child that the school receives if the parent notifies the school of eligibility is **£1320** per annum.

Schools are able to use the funding with some flexibility but will be held accountable for how they use the funding to support those children who are from low-income families. This report contains information on how the Pupil Premium funding was used to support these children and all other children who the school considers to be disadvantaged but who may not fit into the criteria for being eligible for Free School Meals. The report will also ensure that parents and others will be made fully aware of the attainment of pupils covered by the Pupil Premium and the extra support they are given.

2015 - 2016 Pupil Premium Funding - Use and Impact

During the academic year 2015-16 the school had 5 pupils who were eligible for pupil premium funding at the rate of £1320 per pupil (total **£6600**). This funding was spent in a similar way to 2014/15 to improve the progress and attainment of disadvantaged pupils in relation to their peers.

Activity	Intended Impact	Targeted Pupils	Amount Spent £	Actual Impact
Breakfast Club	Breakfast Club runs each morning from 8am to 9am which ensure the children attending will have a healthy breakfast and a calm start to the day	Early Years, Year 1 and 2	100	The children had a calm healthy start to the morning and were punctual. This was generally combined with extra 1-1 tuition for targeted pupils.
School Trips	Educational visits to Drusillas and the Florence Nightingale museum.	Early Years, Year 1 and Year 2	100	Pupil's historical education was enhanced through attending these trips. It allowed them to gain a deeper understanding of the topic.
Maths Support	Targeted children attended a small maths intervention group	Early Years	315	Pupils gained confidence in recognising and understanding the concept of number. This helped them achieve their Early Learning Goal in number.
Writing Support	Targeted pupils worked 1:1 on writing and handwriting skills	Early Years	404	Pupils followed the 'Handies' programme. This enabled them to develop their fine motor skills which helped them in holding and controlling a pencil.
Reading Support	Targeted children attending a small reading intervention group to improve their reading skills	Early Years	315	This enabled targeted pupils to achieve the ELG in reading and a Good Level of Development.
Speech & language Therapy	Targeted children, mostly on a 1 to 1 basis to improve their language & communications skills	Year 2 pupils	153	This enabled pupils to be able to understand complex instructions and use the correct vocabulary communicate their understanding of topics and concepts.
1:1 Tuition	Targeted pupils received 1:1 tuition before and after school to support their phonic, reading and writing and spelling and maths knowledge and skills, and concentration	Early Years and Year 2	599	The tuition enabled targeted pupils to achieve a Good Level of Development in Early Years. It enabled Y2 targeted pupils to meet the end of Key Stage Expectations in reading, writing and maths.
Extra-Curricular	Targeted pupils have their place at after school provision funded. This can range from before and after school clubs held at the	Early Years, and Year 2	349	Pupils were able to access after school clubs which increased their engagement in learning

activities & Resources	school to an activity accessed at weekends. Activities have included ballet, tap, ball skills, football tri-golf and gymnastics.			and allowed them to experience success in other curriculum areas and also to have the use of a school laptop to enable them to complete work at home.
Swimming	45 minutes swimming sessions for 8 weeks each year to improve opportunities for developing swimming skills and confidence in the water	Early Years, and Year 2	48	Pupils who accessed swimming developed important life skills and provided sport opportunities which they may not be able to access outside of school.
In class support	To improve concentration and remain focussed on tasks	Early Years, Year 1 and Year 2	2778	Pupils received adult support to help them remained focus at key times during whole class sessions. The result of this enabled them to work independently during group sessions.
Staff training	Improving subject knowledge for teachings assistants in phonics and maths and delivery of Project X	Year 1 and 2 pupils	276	The staff CPD enabled the specific interventions to be delivered which meant that targeted pupils improved their phonic, reading and maths skills and knowledge.
Resilience Workshops	To support parents in improving the well-being of pupils by improving their resilience to adverse events	All pupils	100	This improved relationships between parents and school and provided parents with strategies to use to help build their child's resilience.
			5537	

2016 - 2017 Pupil Premium Funding - Intended Use

For the academic year 2016-2017 we are expecting to receive around £6600 if the number of FSM pupils and the current annual rate remain the same.

We intend to use the funding for similar purposes as in 2015-2016, namely for providing targeted interventions in core subjects and other elements (eg speech and language) in small groups and on an individual basis, for providing access to extra-curricular activities, for subsidising the costs of school trips,

for improving attendance and well-being by subsidising attendance at Early Birds club, for providing emotional support to improve resilience and self-confidence with the aim of narrowing the gap in progress between disadvantaged pupils and their peers. The use of a play therapist will be considered if the needs of any pupil require this.