

Culgaith CE School

Pupil Premium Grant Expenditure



This report contains general information about how we use our Pupil Premium Grant. We are a small school and any specific references may allow the identification of individual children

Possible barriers to learning may include:

Specific learning difficulties, external factors affecting well-being, low self-esteem, anxiety, physical factors affecting development, levels of concentration and resilience.

2015-16 Report

| Number of pupils and Pupil Premium Grant (PPG) received | |
|---------------------------------------------------------|-------|
| Total number of pupils on roll | 66 |
| Total number eligible for PPG | 4 |
| Total amount of PPG received | £7600 |

| Type of Provision for Support 2015-16 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Individual Support</u></p> <ul style="list-style-type: none"> 1:1 support within sessions Behaviour support Training for staff and access to external agencies Specific skills support e.g. reading, writing, maths Additional classroom support (Teaching Assistant time) Additional assistance in accessing trips and out of school activities Additional pastoral support Additional assistance in accessing musical instrument lessons (KS2) Phonics Screening Catch Up Support for transition to secondary school Promoting self-confidence and self-esteem through assisted participation in clubs etc. Additional parent/teacher liaison <p><u>Small Group Tuition</u></p> <ul style="list-style-type: none"> Additional support from teaching assistants in the classroom (group) Additional English and Maths skills groups Additional Senior Teaching Assistant in Early Years Class (10hrs per week) <p><u>Whole School Support</u></p> <ul style="list-style-type: none"> Subsidised uniform/visits/out of school activities Subsidised wide variety of After School Clubs run by teachers teaching assistants |

| Focus of PPG spending 2015-16 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Safeguarding and well-being:</u></p> <ul style="list-style-type: none"> Pastoral care e.g. developing self-care skills, support with self-care Work on raising self-esteem and confidence Development of social skills and building of relationships |

Curriculum:

Improving achievement (attainment and progress) for all pupils where identified

Supporting transition to new classes

In class support for English and maths skills development

Targeted support of pupils in English and maths (this support was in the form of small group work)

1:1 and small group work on improving concentration, resilience, fine and gross motor skills

Measuring the impact of PPG spending

The school evaluates the impact on pupils each term through Assessment for Learning and tracking pupil progress. Trends and next steps are identified and support programmes planned by the class teachers. These are then delivered by the teaching staff and Senior Teaching Assistants, with support from the SENDCO as appropriate. The gap between the achievement of the most vulnerable pupils and their peers is beginning to close. These children are carefully targeted and all staff are aware of their needs.

The positive impact of pastoral support and care cannot be underestimated.

Children accessed some musical instrument tuition with their peers.

Self-confidence, self-esteem and independence skills were raised as a direct result of the strategies used through PPG.

Progress reports are provided to the governors through their Curriculum and Safeguarding & Well-being committees.

2016-17

| Number of pupils and Pupil Premium Grant (PPG) | |
|------------------------------------------------|-----------------------------|
| Total number of pupils on roll | 60 |
| Total number eligible for PPG | 3 (including 1 from Jan 17) |
| Total amount of PPG received | To be confirmed |

Proposed Support 2016-17

Individual Support

1:1 support within sessions

Behaviour support

Training for staff and access to external agencies

Specific skills support e.g. reading, writing, maths, gross and fine motor

Additional classroom support (Teaching Assistant time)

Additional assistance in accessing trips and out of school activities

Additional pastoral support (inc. personal care)

Additional assistance in accessing musical instrument lessons (KS2)

Promoting self-confidence and self-esteem e.g. through assisted participation in clubs etc.

Additional parent/teacher liaison

Small Group Tuition

Additional support from teaching assistants in the classroom (group)

Additional English and Maths skills groups

Whole School Support

Subsidised uniform/visits/out of school activities

Subsidised wide variety of After School Clubs run by teachers and teaching assistants