



# GODSTONE VILLAGE SCHOOL

## *Pupil Premium Impact (Income and Expenditure Academic Year 2016-2017)*

Total number on roll at September 2016	205 Excluding nursery
Total number of pupils eligible of PPG academic year 2016-2017	42
Amount of PPG received per pupil Amount of PPG received for LAC pupil	41 x £1320 01 x £1900
Total amount of PPG – Reception – Yr 6	£56,020
<b>Total Actual Pupil Premium Grant</b>	<b>£56,020</b>

### **Review of expenditure**

Previous Academic Year	
Pupil Premium interventions total	£50,743
Learning Mentor and ELSA	£2,500
1:1 tuition	£14,400
Resources	£3,000
Club subsidies	£250
Trip subsidies	£1,750

Curriculum Based Interventions	Aim	Outcome/Impact
One to one tuition	Intensive one to one tuition to fill gaps in knowledge and to imbed learning. This intervention is most effective and all children engage really well. It has a high impact	One child made 8 steps progress in Maths, 7 children made 7 steps of progress in Reading, Writing and Maths. Twelve children made 6 steps of progress in Reading, Writing and Maths. 5 children made 5 steps of progress in Maths. 1 child made 3 steps of progress in Reading.
Phonics	To improve reading and writing from Early Years to KS1.	All children have made progress in Phonics.
Precision Teaching	Meets individual needs addressing a very specific gap in a child's knowledge.	All children have made progress in English and Maths which is evident in childrens work. This will carry across into the next academic year.
Fischer Family Trust	Wave 3 Reading program to enhance reading skills.	100% of children made at least 3 steps of progress in reading
Maths	Maths intervention to enable pupils to access the curriculum independently. To apply learned knowledge into lessons.	One child made 7 steps of progress in Maths. One child made 6 steps of progress and one child made 3 steps of progress in Maths.
English	English intervention to improve writing skills enabling pupils to work independently.	Three children made 6 steps of progress in Reading and Writing, One child made 5 levels of progress in Reading and Writing. One child made 4 steps of progress in Reading and Writing. Two children made 2 steps of progress in Reading and Writing.
Reading	To improve reading skills so children can access all areas of the curriculum.	Two children made 6 steps of progress in Reading. One child made 5 steps of progress and one child made 4 steps of

		progress in Reading.
<b>Handwriting</b>	To improve cursive handwriting. a requirement of the expected standard within the National Curriculum	Four children made 7 steps of progress in Writing, 2 children made 6 steps of progress in Writing and One child made 2 steps of progress in Writing.
<b>Spelling</b>	To improve spellings.	Children improved their accuracy of spelling by 50%.
<b>Speech and Language</b>	Targets are set by Speech and Language and worked on during school. This embeds learning and targets are met.	Individual targets are met.
<b>Motor Skills</b>	To improve fine and gross motor skills which helps with handwriting and spatial awareness.	Improved handwriting and pencil control. Children have more spatial awareness.
<b>Attention/Focusing/Listening Skills</b>	To improve childrens concentration and active listening skills. This will allow children to retain information and focus on tasks for longer.	Quality of learning improved evident in pupils work.
<b>ELS Read and Write Program</b>	A program aimed at providing a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers and willing writers.	Two children progressed by 4 steps in reading one student by 3 steps writing and one progressed by 2 steps writing.
<b>Memory Skills</b>	To improve long term memory skills.	Evident in work over time.
<b>Independence Skills</b>	To improve self-esteem during lessons so children feel confident to tackle new challenges.	Children are more resilient with a range of challenging tasks, evident in learning walks.
<b>Mathletics Software</b>	Mathletics is an interactive online learning space which enhances their number recall and problem solving.	Improves progress and attainment, application of knowledge.

<b>Non - Curriculum Based Interventions</b>	<b>Aim</b>	<b>Outcome</b>
<b>Social Skills</b>	<b>To improve children's social skills so they better interact with each other. This also allows them to build better friendships.</b>	<b>Children are able to take turns, playing and interacting appropriately.</b>
<b>Resilience</b>	<b>In order to help students of any age develop their academic resilience, we can support them in developing four skills: communication, problem solving, independence and self-motivation.</b>	<b>Pupils are confident in facing new challenges, evident across curriculum subjects.</b>
<b>Medical Support</b>	<b>To support a pupils with acute medical needs.</b>	<b>This enables the pupil to have access to the curriculum and is able to stay at school.</b>
<b>Lego Therapy</b>	<b>Lego based therapy is a social development program.</b>	<b>Children enjoy learning and it raises their self-esteem.</b>

<b>General</b>	<b>Aim</b>	<b>Outcome</b>
<b>General Resources</b>	<b>To provide children with resources such as stationery and help with uniform</b>	<b>All children have the resources they need in order to access the curriculum fully.</b>
<b>Trips and Extra Curricular Activities</b>	<b>To cover the cost of trips and extra school clubs and wrap around care when needed.</b>	<b>All children access a range of creative learning experiences enhancing their social and academic achievement.</b>

**There are a maximum of 6 steps of progress in any given academic year. Impact of interventions are in conjunction with Quality First Teaching.**

