

# East Preston Infant School

## Pupil Premium Grant Expenditure

Report to Parents: April 2015 - March 2016



### Overview of the School

Numbers of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	200
Total number of pupils eligible for PPG	19
Amount of PPG received per pupil - FSM	£1,323.00
Amount of PPG received per pupil - CLA & adopted	£1,900.00
<b>Total amount of PPG received</b>	<b>£38,519.22</b>

Nature of Support	
Literacy	Reading books - for banded levels: mainly non-fiction and chapter books (white book band) Reading recovery teacher (partly paid from PPG) Talk for writing Inset Day for all teaching staff Training for TAs and LSA in FFT intervention (reading) HLTA interventions for phonics, writing and Jump Ahead subscription to Letterbox club for Year 1 children to support with transition to Year 2
Emotional well-being	mentoring children and developing their learning attitude Lego therapy intervention and resources Forest school leader training and first aid 1:1 Play therapy
learning	Visualisers for KS1 classrooms to support feedback and marking
Other	School jumper and book bag Payment for school trips

Impact of PPG spending	
Literacy	This year 4 PPG children were selected for the Reading Recovery intervention (8 children attend this intervention in 1 academic year). 1 child has discontinued the intervention and 3 are making good progress and will continue until the end of the summer term 2016. The reading recovery teacher also continues to monitor and supports children in Year 2 who attended the intervention last year. Feedback has been positive from the children with regards to the new reading books. The aim was to provide a more diverse reading material for children across all year groups and especially in Year 2. Children have been consulted on book choice and pupil conferencing has recorded that children enjoy reading. Interventions for phonics have been successful and we have had the best pass rate this year for Year 2 children. The letterbox interventions has recently begun. The initial feedback from the children and parents has been very positive but the impact of this can't be analysed until it has been completed in October 2016.

Learning	The aim of the introduction of visualisers in the classroom was to aid feedback and marking. The teachers have developed the use of them much further than this. They are used to demonstrate the writing process and show good examples of work. They use examples to demonstrate how to edit and improve writing. This is having a positive impact on the children's learning in helping them understand their next steps as well as enabling them to edit and be responsible for improving their work.
Emotional well-being	5 children benefitted from support with emotional well-being and attended additional Forest School sessions or play therapy or had 1:1 support. This enabled them to become more engaged learners and to participate positively in their learning.