



# Millhouse Primary School

Lee Lane-Millhouse Green-Penistone-Sheffield-S369LN

Telephone-01226763019

**A Small School with a Big Heart**



## Proposed Pupil Premium Spending 2015/16.

Pupil Premium money is ring fenced to close the gap between disadvantaged pupils and their peers.

Number of pupils eligible	Pupil Premium Funding	Total
39	Looked after £1900 per child Forces £300 per child Other £1300 per child	£50,555

Identified Area of Development	Costs
Y6 Reading boosting. Teacher, HLTA and TA led.	£1000
Y5 Springboard and targeted boosting. 1 hour per week. TA led	£2000
TA 30% timetable Pupil Premium reading in C1 - 4	£6000
C3/4 HLTA x 3 Hours a week interventions	£6000
Early interventions EYFS - HLTA	£4000
INCo release time.	£2500
Contribution toward IPADs	£1000
Lunch time ICT and IPAD provision	£1500
Contribution toward musical instrument lessons by a specialist music teacher	£300
Residential subsidy	£400
Access to school trip and extra – curricula clubs and activities	£300
HLTA / TA 1:1 or small group support for Y6 SATs preparation.	£4000
TA release for Lego Therapy	£2000
Purchase of new comprehension scheme to raise achievement in reading for all pupils	£1000
EWO involvement to raise attendance.	£1000



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Purchase of maths scheme to focus upon narrowing gaps in achievement between pupils.	£5000
Purchase pupil access to a number of electronic learning support websites to enhance engagement with out of school learning and promote family support eg mathletics, times table rockstars, purple mash	£2000
Development of robust tracking system for monitoring assessments of pupil premium children through school.	£1500
High quality staff CPD in order to improve access to outstanding teaching	£2500
HLTA/TA Phonics interventions	£6000
<b>Total allocated</b>	<b>£50 000</b>

## **Pupil Premium Spending Priorities: 2015-16 Academic Year:**

**Key priorities have been identified for pupils with higher levels of deprivation 2015-16.**

1. Ensure pupils eligible for FSM have an equal chance of meeting age related expectations at the end of KS2 as their peers. It has been identify that more able PP children in the current Y5 are not making the same progress in Reading and Maths that they are in Writing . Targeted grouping by the class teacher and intervention times guided by the class teacher will ensure progress is made. More able students have been allocated small group teaching time to further push their attainment.
2. Lower attaining PP children in the current Y5 are to undertake interventions, guided by the teacher and led by the teacher or/and extra TA/HLTA support. Ensure high quality teacher led intervention to support pupil premium children in maths, ensuring rates of progress meet or exceed their peers in all year groups. These interventions will be focussed on clear objectives derived to ensure progress.
3. In Y4 all PP children are below the age expected levels in English. Reading at home is being monitored and a TA has been deployed to specifically target PP children with extra 1:1 reading sessions. Gaps and targets are to be identified by the class teacher and teacher / TA interventions are to be coordinated with the SENCo. Specific targets are to be set and monitored.
4. Y3 has 50% of the PP children with much lower than expected attainment. Interventions for maths and English, using 1:1 and small group HLTA/TA intervention time are being utilised, 3 hours a week, as well as targeted teaching time within lessons. Jump Ahead and Reading Recovery have been put in place.
5. A TA has had 30% of their time allocated to targeting PP readers in KS1. Each child will be read with and heard read at least twice a week on top of the class allocated time. More able students are challenged with one on one reading.
6. Gaps are identified and additional daily small group phonics support in KS1. TA and teacher support for pupil premium pupils who require additional support with phonics / spelling in the form of teacher led targeted teaching.

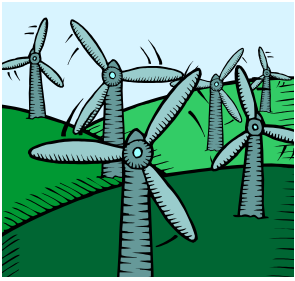
The SENCo role and responsibility has been expanded to include the monitoring of PP, children with the Head Teacher. The role will be redefined as INCo. Half a day a week is set aside to the role. The INCo will



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liaise with families and monitor progress through IEPs where necessary for PP children on top of SEN children.

Targeted funding, to raise aspirations and life chances for pupils from more deprived backgrounds, through extra-curricular provision; this will ensure equal access to trips, clubs and activities for all pupils, including the Y5/6 residential trip. These initiatives will each be part funded by the pupil premium and topped up from the main school budget to ensure all underperforming pupils are targeted.

A TA has been trained in 'Lego Therapy;' this small group approach teaches teamwork and communication.

A set of iPads is being purchased, and funding will be used to ensure PP children have access to these and the computer lab during lunch times.

RECAP Fund additional 1:1 / small group tuition led by teaching staff. ii) Fund TA led intervention programmes. iii) Fund overtime provision for support staff throughout the school to target pupils eligible for pupil premium . Support emotional / behavioural needs of most vulnerable pupils. Fund emotional wellbeing worker to support with behaviour, attendance and emotional support for most vulnerable pupils. Funding toward INCo role. Fund extra curricula experience.



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