

**Oakthorpe Primary School**  
**Pupil Premium Grant Planned Expenditure: 2015 - 2016**

<b>Number of pupils and pupil premium grant (PPG) expected 2015-16</b>	
Total number of pupils on roll	524
Total number of pupils eligible for PPG	181
Amount of PPG received per pupil	£1,320 / £1,900
<b>Total amount of PPG received (expected)</b>	<b>£241,240</b>

<b>Planned Expenditure of Pupil premium Grant 2015-16</b>		
<b>Item/project</b>	<b>Objective</b>	<b>Outcome</b>
Targeted support for IT/computing; maths and literacy	Any gaps identified from baseline assessment are reduced during the year. PP children make progress at least in line with nonPP children	
Talk Boost programme in Reception and Year 1	Good progress in language, understanding, speaking and listening as measured by programme	
Daily Supported Reading programme in Year 1 (additional staff time)	Year 1 children make at least expected progress There is an increase in % of children reading at age related expectations	
Weekly EYSI project for Reception and Year 1 (includes ongoing training)	Develop social and communication skills of identified children in Reception and Year 1	
Weekly speech and language groups for selected children from Reception to Yr 5 and additional 79reading support	Improve speech and language skills of selected children, including more vulnerable and improve attainment in reading in KS1	
Maths and literacy support for PP children in Year 1	Accelerated progress for PP children so increased % of children working at ARE.	
Year 2 literacy `targeted teaching group and ELS	Accelerated progress for PP children so increased % of children working at ARE.	

Year 3 maths - support teacher for maths lessons	Accelerate progress of PP children so increased % of children working at ARE	
Year 3 literacy ` target group with support teacher/SMT ` additional writing support	Accelerated progress of PP children to increase % of PP children working at ARE, especially in writing.	
Catch Up Numeracy and Catch Up Literacy (training and implementation)	Accelerated progress of PP children to increase % of PP children working at ARE in Years 2-4.	
Additional literacy and maths support in Year 4	Accelerated progress of PP children to increase % of PP children working at ARE.	
AHT support for literacy and maths Pupil premium groups for one term	Accelerated progress for PP children currently working just below ARE in order to achieve ARE.	
Year 6 – support for complex SEN/PP group	Group make good progress against their SEN support plan targets, including functional skills and preparation for secondary school	
Year 6 support teacher (AHT)	Close the gap between PP children and non PP children in core subjects	
Training to support children with dyslexia and early reading difficulties	Children make good progress against their SEN support plan targets LSP targets	-
1 <sup>st</sup> Class Number training and implementation	Improve attainment in maths in Years 1, 2, 4 and 5 for those below expected levels	
Edmonton Schools Partnership SLA, (including Talk Boost project resources, training and support and Dazu) & subsidised visits and clubs including holiday club provision	Provide extended schools opportunities; counseling for vulnerable children and especially PP; and speech and language support in Reception.	
Learning Mentor support	Support vulnerable children across the school at risk of underachieving and overcome barriers due to SEMH difficulties	
PSA employed to monitor attendance / punctuality and liaise with/support parents	Families supported to improve attendance and punctuality. Good or better attendance by all children.	
Provide parents of EAL PP children with support eg through	Enable parents to participate and support their children in school	

ESOL and translators		
Year 6 Easter holiday study support	Support PP children with revision to enable them to make at least good progress and be secondary school ready	
Additional EAL support across the school	Good progress on NASSEA steps	
Art therapy	Support vulnerable children across the school at risk of underachieving and overcome barriers due to SEMH difficulties	
Contingency fund for future interventions as required	As identified during the year	

Our plans are adapted throughout the year according to pupil need