

Number of pupils and pupil premium grant(PPG) received in 2013/14	
Total number of pupils on roll as at January 2013 Census:	245
Total number of pupils eligible for PPG:	12 from September 2013 16 from April 2014
Amount of PPG received per pupil 01/09/2013 to 31/03/2014:	£953
Amount of PPG received per pupil 01/04/2014 to 31/08/2014:	£1,300
Total PPG received in academic year: (£953 X 12 X 7/12) + (£1300 X 16 X 5/12)	£15,338

Use of PPG funding in 2013/14	
Inclusion Manager: September 2013 to April 2014 then an overseeing role from April 2014.	£4,460
Pupil Champion (shared with John Rankin Junior School): Employed April 2014 for 1 day a week.	£2,200
Family School Support Worker: Employed 1 day a week.	£1,465
Additional LSA hours for support in class.	£7,560
Total amount of PPG expenditure in academic year:	£15,685

Nature of Support in 2013/14	
<p>At John Rankin Infant and Nursery School PPG funding is used in a variety of ways to ensure each child's individual needs are being met. Our aim is that each child is given the best possible opportunity to reach their full potential academically, socially and emotionally.</p>	
<p>The variety of ways we did this are:</p>	
<ul style="list-style-type: none"> • An inclusion Manager with a dedicated role of working with class teachers, LSAs and outside agencies to ensure individual children's needs are being met. • A Pupil Champion is shared with John Rankin Junior School. From April 2013 – July 2014 he planned for and ran: <ul style="list-style-type: none"> ▪ Small social groups with Foundation Stage, Year One and Year Two. ▪ Circuits 2x 30 minutes a week. ▪ Support for PPG/Vulnerable/SEND transitioning to John Rankin Junior School. ▪ After School Great Outdoors Club ▪ Lunchtime support, running playground activities • A Family School Support Worker for a day a week. She supports parents in a variety of ways providing emotional support, signposting relevant courses, improving parenting skills and working with other agencies. The Family School Support Worker is also a trained mediator. • The school uses PPG funding to allow interventions to take place. These interventions are used with children who receive funding. They are suited to the child's needs and the Inclusion Manager and Teachers plan alongside TAs to ensure the children's needs are being met. 	

Impact of PPG spending in 2013/14

End of KS1 Outcomes	Group	2013	2014
Reading %ARE (2B+)	PPG	80% (4/5)	See note below
	Non-SEN PPG	100% (2/2)	
	Non PPG	91% (48/53)	
Reading % 5 Sub Levels+ during KS1 (5 terms)	PPG	80% (4/5)	See note below
	Non-SEN PPG	100% (2/2)	
	Non PPG	70% (35/50)	
Writing %ARE (2B+)	PPG	60% (3/5)	See note below
	Non-SEN PPG	100% (2/2)	
	Non PPG	83% (44/53)	
Writing % 5 Sub Levels+ during KS1 (5 terms)	PPG	60% (3/5)	See note below
	Non-SEN PPG	50% (1/2)	
	Non PPG	56% (28/50)	
Maths %ARE (2B+)	PPG	60% (3/5)	See note below
	Non-SEN PPG	100% (2/2)	
	Non PPG	92% (49/53)	
Maths % 5 Sub Levels+ during KS1 (5 terms)	PPG	40% (2/5)	See note below
	Non-SEN PPG	50% (1/2)	
	Non PPG	58% (29/50)	

We are unable to publicly report on 2014 PPG attainment due to there being only one child in this category.

End of Y1 Outcomes	Group	2014
Reading %ARE (1A+)	PPG	75% (6/8)
	Non-SEN PPG	86% (6/7)
	Non PPG	82% (67/82)
Reading % 2 Sub Levels+ during Spring and Summer Y1	PPG	75% (6/8)
	Non-SEN PPG	86% (6/7)
	Non PPG	85% (66/78)
Writing %ARE (1A+)	PPG	38% (3/8)
	Non-SEN PPG	42% (3/7)
	Non PPG	55% (45/82)
Writing % 2 Sub Levels+ during Spring and Summer Y1	PPG	50% (4/8)
	Non-SEN PPG	57% (4/7)
	Non PPG	68% (53/78)
Maths %ARE (1A+)	PPG	50% (4/8)
	Non-SEN PPG	57% (4/7)
	Non PPG	70% (57/82)
Maths % 2 Sub Levels+ during Spring and Summer Y1	PPG	75% (6/8)
	Non-SEN PPG	86% (6/7)
	Non PPG	79% (62/78)

End of FS Outcomes	Group	2014
Reading % Expected+	PPG	43% (3/7)
	Non-SEN PPG	50% (3/6)
	Non PPG	80% (64/80)
Writing % Expected+	PPG	43% (3/7)
	Non-SEN PPG	50% (3/6)
	Non PPG	68% (54/80)
Maths % Expected+	PPG	43% (3/7)
	Non-SEN PPG	50% (3/6)
	Non PPG	80% (64/80)

Inclusion Manager

The role of the inclusion manager is to ensure that all children entitled to the PPG grant have the best suited provision through:

- Regular meetings with the pupil champion, discussing strategies to enhance children's learning, planning next steps and discussing progress.
- Regular meetings with Class Teachers to ensure children's needs are being met and children are making progress. Planning next steps for children who are not making appropriate progress.
- Observing children with PPG funding in school.
- Planning interventions alongside class teachers.
- Planning interventions with Teaching Assistants e.g. Talking Partners, SNAP Maths, Speech and Language Interventions, Social Skills Groups, Morning Circuits, Proprioception, Letters and Sounds, Basic Skills Maths, Fine Motor Skills and Precision Teaching.
- Monitoring and analysing the progress of children with PPG funding. Identifying strengths, barriers to learning and planning next steps.
- Monitoring planning and learning of children with PPG funding.
- Attending training.

Pupil Champion

25 % of the children in Foundation Stage Social Groups were PPG funded. Positives seen were an improvement in their social interaction with other children. Turn taking skills greatly improved and children became more positive in class.

13 % of the children in the Circuit Group were PPG funded. Positives seen were an improvement in concentration in class and an improved attitude to learning. Children were able to start the morning with a positive experience.

21 % of the children who received transitioning support were PPG funded. Positives seen were an improvement in their anxiety levels. Children felt confident to visit the Junior School or Key Stage One. They became experts in their move and told their peers about the move. All children transitioning from FS2 to Year One did so positively and are settled in Year One.

Family School Support Worker

The family school support worker has supported a large number of families with 1-1 and group parenting support. Parents have also attended courses outside of school on her suggestion.

Additional LSA hours

The school uses PPG funding to allow the following interventions to take place. These interventions are used with children who receive funding. Adults work 1-1 with a child or the intervention can

take part in a small group. These interventions take place throughout the whole school FS2 – Year 2:

- Speech and Language Interventions
- Social Skills Groups
- Morning Circuits
- Proprioception
- Letters and Sounds
- Basic Skills Maths
- Fine Motor Skills
- 1-1 reading
- Writing support in sessions
- Maths support in sessions
- ELSA
- Draw and Talk
- Top up to a statement to provide additional hours.
- Support during play times