

Balcombe Primary School

Pupil Premium Expenditure Report: 2012/13

Pupil Premium Funding (PPF) received	
Total number of pupils on roll	144
Total number of pupils eligible for PPF	2
Annual amount of PPF per pupil	£1223
Total amount of PPF received 2012/13	£2446

Summary of PPF Spending 2012/13
<p>Objectives in spending PPF to contribute to the following:</p> <ul style="list-style-type: none"> • To provide additional formal intervention programme in Literacy • To provide small intervention groups in order to raise standards in reading, writing and maths • To provide learning mentor time • To provide Play Therapy sessions • To provide access to extracurricular activities such as clubs and trips

Nature of Support 2012/13		
Item/Project	Objective	Impact
Implement Project X reading programme	To provide three teaching sessions per week to increase phonic knowledge, comprehension skills, and reading motivation.	Pupils made similar progress to their peers and narrowed the gap in attainment.
Implement programme of Play Therapy	To provide a weekly session of Play Therapy in order to develop emotional literacy and enable children to reach their potential.	Pupil benefited from these sessions, and showed marked improvement in age appropriate behaviour and levels of focus in class. This in

		turn impacted on progress, particularly in reading and writing, which was similar to peers.
Increase Teaching Assistant hours for individual and small group support	To increase progress for identified pupils. Under teacher direction, Teaching Assistants work with pupils to achieve specific targets and provide support during lessons.	Progress was similar to and in some cases better than peers
Small group intervention support	To increase progress for FSM and all other pupils as identified. Teaching Assistants received in-house training to support children with phonics and spelling in order to raise standards.	Progress was similar to and in some cases better than peers.
Learning Mentor support	To address social and emotional difficulties that cause barriers to learning	Children were more emotionally secure and therefore more settled in class and able to make progress with their learning