

Robson House Pupil Premium Grant Expenditure to Parents/Carers 2013 – 2014

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	14
Total number of pupils eligible for PPG	14
Amount of PPG received per pupil	13 x £953 1 x £900
Total amount of PPG received	£13,289

Nature of support in
Focus One: Social, emotional and behaviour
Focus Two: Enrichment of the curriculum
Focus Three: Year 6 transitions
Focus Four; Continuing music provision
Focus Five: Maintaining high levels of attendance

Focus of PPG spending in

Priority One: Social, Emotional and Behaviour

Objective: To provide opportunities for individual children to access activities to increase their Social, Emotional and Behaviour Skills.

Priority Two: Enrichment of the curriculum to raise attainment

Objective: To provide opportunities for all children to go on class trips related to topics and residential camping trip to Epping Forest.

Priority Three: Year 6 Transitions Programme

Objective: To prepare and increase the experiences and independence skills of the Year 6 children transitioning to Secondary provision.

Priority Four: Continuing music provision

Objective: To continue to provide group music teaching that started with funding from a special PRU music project.

Priority Five : Maintain High levels of Attendance

Objective: To ensure that the very high levels of attendance are maintained even though not all the pupils have access to the transport provided by the Local Authority (eligibility for the school bus changed at the beginning of this academic year). Staff will support parents bringing their child to school and if necessary collect the children to ensure they come to school.

Measuring the impact of PPG spending

Staff to take children to after school activities

Children develop their social, emotional and behaviour skills so as to be more able to access academic learning

Residential trip to Epping Forest, transport for topic related trips and playtime clubs

Pupils attend activities out of school to broaden conceptual framework to assimilate academic learning.

Increased self- confidence, greater independence, leading to more effective approach to tasks.

Better team- working, collaborative skills and improved social skills to improve benefits from group learning tasks.

Increased strategic skills leading to application of higher order metacognition to increase attainment.

Expand the transitions programme offered to Year 6 children

Children are more independent and have new and improved life skills, in preparation for secondary curriculum e.g. to better access work-related learning

To fund the music teacher

Enhanced attention, perceptual skills and intellectual development leading to increased attainment in language, literacy, and numeracy

Staff to bring children to school if necessary

High level of attendance maintained so as to ensure maximum access to learning opportunities.