



## **Pupil Premium Spending 2012-13**

The Department for Education states:

- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

For more information follow this link: <http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

### **Number of pupils and pupil premium grant (PPG) received at Southway Junior School**

Total number of pupils on roll	312
Total number of pupils eligible for PPG	46
Amount of PPG received per pupil	600
Total amount of PPG received	46 x £600 = £27,600

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## How were pupils who were eligible for PPG supported at Southway Junior School?

### **Support included:**

- Small group tuition, including after school, delivered by trained teachers (additional to class teaching)
- Booster groups delivered by Teaching Assistants (TA's)
- SEN teacher, setting up and supervising delivery by TA's of specific learning programmes for individual children including 1-1
- Additional literacy and numeracy support in school delivered by a trained teacher
- Additional guided reading support delivered by a trained teacher for Years 5 & 6, 30 minutes daily
- Additional guided reading support delivered by a Teaching Assistant for Years 5 & 6, 2 x 30 minutes weekly
- Additional support by TA's in class
- Team around the Child meetings attended by key staff to ensure the best educational provision is in place for the children in school and they receive support and advice from relevant outside agencies to assist with home circumstances
- Learning Mentor support to address social and emotional difficulties that cause barriers to learning
- Using the Zone at break times (a smaller play area with high level of TA support) to assist with social integration and emotional concerns about break times
- Developing typing skills for target children
- Jump Ahead (fine/gross) motor skills development to support fluent controlled handwriting in literacy and the ability to follow more complex instructions in a class setting
- Handwriting support – 'handwriting without tears' and speedwriting
- Additional parent partnership sessions lead by SENCO with TA support to ensure parents practice phonemes, high frequency words being covered in school at home regularly

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