

## **Case studies of pupils in receipt of the Pupil Premium grant**

### **CASE STUDY 1**

Our pupil joined our school in Reception with communication and language delay. Having liaised with her pre-school, we used some of her pupil premium grant to immediately start early interventions including one-to-one sessions to support the development of vocabulary and language. Passion for Learning staff were able to provide additional sessions tailored to her interests to enrich language opportunities. They also shared books with our pupil and talked about how stories develop through sequencing of events. This was in addition to Speech and Language sessions where our trained ELKAN TA delivered working on receptive and expressive language skills. Further one-to-one support was provided through short daily sessions to reinforce phonics and early writing skills.

We also used some of the grant to pay for after-school clubs three days a week. We feel extra-curricula activities are important to the nurturing a positive self-esteem, healthy body and mind. This pupil has an enthusiastic and excellent attitude to learning which, we feel, are at least in part due to the enrichment of her school day.

Although this pupil arrived at school with very low baseline skills (particularly in communication and language), she finished her Reception year meeting the 'expected' level against the Early Learning Goals for the Early Years Foundation Stage curriculum in most areas and achieved a 'good level of development (GLD) overall. Her confidence to speak and ability to express herself clearly was most impressive as she 'exceeded' expectations in all areas of 'Communication and Language'. She entered Year 1 ready to access the National Curriculum and has continued to do well in school. Whilst it is our intention that all pupils should receive the support they need to achieve their full potential, the Pupil Premium funding enabled us to employ more staff than would otherwise have been possible and fund all the extras which have ensured that this pupil (and many others) have made exceptional progress.

### **CASE STUDY 2**

Our pupil is a bright and well-motivated boy who achieves well in all areas of the curriculum. We wanted to make sure that his progress was accelerated and that he went beyond just meeting age related expectations. He took part in a maths booster sessions where our specialist maths teacher was able to provide challenges and ensure that he (and others) were stretched to embed learning fully and deepen understanding. Playing to his strengths, we also invested in music lessons and specialist sports training so that he could participate in a concert and inter-school competitions in new sports. These commitments benefitted both him and other gifted and talented children and, we feel, ensured he reached his potential and felt both valued and well supported. We also paid for a subscription to 'First News' which, not only gave him interesting reading material to inspire and feed into his own writing but also, provided an excellent resource for the whole class.

### **CASE STUDY 3**

Our pupil had had an extremely difficult start to life and had had to move both school and home several times. He had significant emotional problems as a result and was anxious about school especially in maths. We used his pupil premium funding to provide emotional literacy support which we feel helped him to feel secure and more able to express his feelings. The impact was that he settled into class and started to engage well in lessons. We paid for him to take part in out-of-school sports clubs and to pay for music lessons which further helped him with friendships and feeling part of our school. This increased self-esteem as he excelled in both disciplines. We were also aware that music lessons can help achievement in maths and saw his confidence and ability increase in this subject. We funded additional curriculum support through 'Explore Learning' out of school to help fill any gaps in learning and accelerate progress. Although assessments on arrival indicated he was working below age-related expectations, he left our school achieving above age-related expectations in Maths and Reading and at age-related in Writing meaning he had made significant academic progress. He was also confident and well-motivated and commented on his excitement in heading on to secondary school. We funded specialist out-of-school support to help with this transition and are pleased to hear that he is both happy and performing well in his at high school.