

St. John's Community Primary and Nursery School

Planned Pupil premium grant expenditure:

Report to Governors for year 2014/15

The Pupil Premium is a grant allocated to schools in addition to the main school budget. It is awarded on the basis of the number of 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.

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	221 including Nursery
Total number of pupils eligible for PPG	36
Amount of PPG received per pupil	£1300
Total amount of PPG received (April 14-April 15)	£46,700

Nature of support 2014/15

The money will be used to:

1. The school continues to employ an inclusion worker who works with pupils and parents to remove barriers to learning by supporting emotional and social well-being.
2. Work with Maths consultant to develop Maths practice, improve quality first teaching and strengthen staff skills.
3. Employ a Teaching assistant to support social and emotional development at lunchtime through lunch club and high level of adult support at lunchtime
4. CPD for support staff to enable high quality interventions
5. Breakfast club to engage pupils in school and ensure positive start to the day
6. Purchase of reading intervention resources
7. Purchase of dynamo maths resources for intervention

Curriculum focus of PPG spending 2014/15

- Maximising progress in reading, writing and maths to ensure every child irrespective of ability makes the necessary progress as a bare minimum.
- Raising self-esteem and confidence.
- Ensuring high aspirations for all pupils regardless of background and circumstance.
- Remove any barriers to learning through positive channels for communication between school and home.
- Ensure positive playtimes to enable positive attitude to learning within the classroom.

Measuring the impact of PPG spending

School will measure the impact of interventions in the following ways:

- Pupil progress meetings will be held half termly with teacher, teaching assistant and Headteacher to discuss progress and refine provision for groups and individuals.
- SENCo and teacher meet half termly to review progress of pupils both socially and academically and to measure impact of interventions and ensure targeted support is effective.
- Class teachers and Inclusion worker meet regularly to discuss support being offered to pupils and impact its having to allow for quick modification if necessary
- Half termly data monitoring allows careful tracking and analysis of individuals and group progress which is reported to governors.
- School self-evaluation ensures work/planning and pupil's views are carefully monitored.
- Governing body to make a visit termly to explore impact of actions on groups of pupils.
- Lesson observations will show impact of CPD on teaching
- Data will measure progress and impact of CPD on outcomes
- Inclusion worker will produce annual report to GB of impact of her work with pupils in receipt of PPG
- Staff survey will measure impact of CPD on their confidence levels
- Entry and exit assessment to interventions will measure impact of interventions

Record of PPG spending by item/project 2014/15

Item/project	Cost	Objective	Evaluation
Staff training and development to ensure best practice provision in Maths through work with maths consultant.	£2500	<p>Ensure use of models and images in teaching of maths is consistent</p> <p>Ensure marking and feedback is consistent and effective in moving children on in their learning.</p> <p>Quality first teaching for all children within the classroom with high level and quality adult support</p>	<p>Teaching observations show teaching of maths is at least good</p> <p>Marking and feedback moves on learning well as supported by Ofsted June 2015 and observations and book monitoring.</p> <p>TA's and teachers have been well trained and it is evident in class teaching.</p> <p>Attainment in year 6 88% attained level 4 in M/W/R</p>

			<p>50% attained level 5 in R/W and 25% attained level 5 and level 6 in maths.</p> <p>Maths 88% made 2 levels progress 25% made 3 levels progress Reading 88% 2 levels progress 38% 3 levels progress</p>
Inclusion and Well-being Mentor and resources	£ 14, 250	<p>Ensure pupils are emotionally secure to enable learning to be focussed.</p> <p>Enable hard to reach parents have easy access to school</p> <p>Maintain profile of attendance to maintain last year's good results</p>	<p><i>Support of vulnerable pupils identified as Outstanding by Ofsted June 2015</i></p> <p><i>All pupils are well supported and families engage well.</i></p> <p><i>Attendance has remained broadly average.</i></p>
TA to work lunchtimes and run lunch club and offer high level of lunchtime support	£3000	<p>Improve behaviour at lunchtime</p> <p>Develop resilience and self esteem</p>	<i>Lunchtimes run smoothly with children fully engaged in range of new activities including a lunchtime club run from a mobile for quieter activities.</i>
Breakfast club for years 4/5	£150	<p>Half term of breakfast club to improve attendance</p> <p>Ensure children start the day with breakfast</p> <p>Revisit misconceptions from prior learning and install confidence for days learning</p> <p>Support friendships</p>	<i>This club ran for a short time but was poorly attended and so stopped.</i>
Purchase Reading intervention resources	£1000	<p>Improve attainment in reading</p> <p>Accelerate progress in reading</p> <p>Improve confidence in reading</p>	<i>Reading intervention has shown excellent progress for pupils targeted.</i>
Purchase Dynamo Maths	£150	<p>Accelerate progress in maths</p> <p>Improve attainment in maths</p> <p>Improve confidence in maths</p>	<i>This intervention has been used for specific pupils to support confidence and over learning.</i>
CPD for TA to deliver first class at number maths intervention	£750	<p>Accelerate progress in maths and improve confidence</p>	<i>Maths intervention has accelerated progress exceptionally well. TA is confident and pupil progress is tracked carefully. First Class @ number for KS1 has also been purchased and TA trained.</i>
TA to deliver interventions	£4000	<p>Accelerate progress in maths and reading</p>	<i>Progress is excellent</i>

TA support to enable personalised intervention within every class	£21000	Accelerate progress in literacy and maths	<i>Children are making better than expected progress across the school in every year group.</i>
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