

# St. John's Community Primary and Nursery School

## Planned Pupil premium grant expenditure: Report to Governors for year 2015/16

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	218
Total number of pupils eligible for PPG	40
Amount of PPG received per pupil	£1056
<b>Total amount of PPG received (April 15-April 16)</b>	<b>£63,375</b>

- Please be aware some of the figures may not total 100% due to data being collected at different times during the school year and financial year.

## Nature of support 2015/16

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. Purchase of phonic and writing intervention resources
6. Purchase of talk boost ( speech and language) resources for intervention
7. Employment of part time teacher to work with small group of pupils in year 5 on literacy and maths (am 4 days a week) and 1:1 with year 6 pupils on literacy and maths interventions daily.

## Curriculum focus of PPG spending 2015/16

- 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
- - Entry and exit assessment to interventions will measure impact of interventions. This will be closely monitored by SENCo and reported to HT and SLT.

**Record of PPG spending by item/project 2015/16**

Item/project	Cost	Objective	Evaluation
Staff training and development to ensure best practice provision in Maths through work with maths consultant.	£5000	Staff will deliver consistently good maths lessons which are engaging and rich	50% of pupils in year 6 attained expected standard in KS2 tests in 2016 compared to 63% school data. However progress was -5.5 showing these pupils made less progress than their peers in maths. Intervention data from maths showed excellent results with children often adding in excess of 8 months to their maths age following the intervention. Lesson observations show maths teaching to be at least good with several outstanding lessons observed in maths.
Inclusion and Well-being Mentor and	£ 15,000	Ensure pupils are emotionally secure to enable learning to be	<i>Inclusion worker is highly effective at supporting vulnerable families and engaging early intervention.</i> <i>Pupils use facility on referral and self-referral basis.</i>

resources		<p>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>Her work has enabled some children to remain in school and to process challenging personal situations.</i></p> <p><i>Inclusion worker continues to work with attendance officer. Attendance is robustly challenged when not satisfactory and good attendance is praised and celebrated. This remains a constant challenge for the school due to seasonal workers in the locality and term time holidays.</i></p>
TA to work lunchtimes and run lunch club and offer high level of lunchtime support	£3000	<p>Maintain good behaviour at lunchtime</p> <p>Develop resilience and self esteem</p>	<p><i>Good behaviour at lunchtime consistently</i></p>
Purchase Phonic and writing intervention resources and CPD	£2500	<p>Improve attainment in phonics/writing</p> <p>Accelerate progress in phonics/writing</p> <p>Improve confidence in phonics/writing</p>	<p><i>Phonic scores remain low in Year 1 and Year 2 retakes. Entry and exit data after the interventions showed significant impact on progress.</i></p> <p><i>Progress in Writing was accelerated and PP Pupils made significantly greater progress than Non PP Pupils.</i></p>
Purchase talk boost resources and CPD	£500	<p>Accelerate progress in Reading in KS1</p> <p>Improve attainment in reading at KS1</p> <p>Improve confidence in reading in KS1</p>	<p><i>Progress for PP pupils in Year 2 was significantly greater than for non PP pupils in reading and Writing.</i></p> <p><i>50% of PP pupils attained expected level at end of KS1 compared to 60% of non PP pupils. This was a low attaining co-hort however progress for PP pupils was rapid.</i></p> <p><i>Interventions showed measurable impact on oracy skills and confidence with pupils asking to attend the session.</i></p>
2 xTA's to deliver interventions	£15,000	<p>Accelerate progress in phonics, reading, writing and maths in KS1 and KS2.</p>	<p><i>Phonic intervention data shows significant impact on progress- records available in school. SENCo reviews groups regularly.</i></p> <p><i>100% of pupils attained expected level in Reading and GPS in SATS at Year 6 outperforming their peers. 50% of pupils attained expected level in maths and writing (teacher assessed) doing less well than their peers. Maths is a development area for the whole school.</i></p> <p><i>50% of PP pupils attained expected level at end of KS1 compared to 60% of non PP pupils. However progress was accelerated in all subjects in Year 2 for PP pupils with them making greater progress than their peers in R/W/M.</i></p>
Employment of a PT teacher to work with a small group of pupils in year 5 on maths and	£ 20,000	<p>Close the attainment gap to ensure all pupils are working at least within age related</p>	<p><i>Pupils in this group made good progress. PP in year 5 made accelerated progress in R/W and M and better progress than their peers in all three subjects however there is still a gap in attainment.</i></p>

<p>literacy daily.</p> <p>PT teacher to also deliver 1:1 interventions daily to Year 6 pupils- targeted support.</p>		<p>expectations in R/W/M</p> <p>Accelerate progress in R/W/M</p>	<p><i>100% of pupils attained expected level in Reading and GPS in SATS at Year 6 outperforming their peers. 50% of pupils attained expected level in maths and writing (teacher assessed) doing less well than their peers. Maths is a development area for the whole school.</i></p>
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**Total expenditure £61, 000**

**Additional monies are spent supporting pupils on school trips and with uniforms when required.**