

ST BARNABAS CE PRIMARY SCHOOL

PUPIL PREMIUM GRANT EXPENDITURE REPORT TO GOVERNORS

AUTUMN TERM 2014

Current Financial Year 2014-2015

(Progress reported from September 2013-July 2014)

Number of pupils and pupil premium grant (PPG) received

PPG was introduced in April 2011 and is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The PPG is paid to the school for:

Pupils recorded on the January School Census who were eligible and receiving Free School Meals (FSM);

Pupils who have been eligible and receiving FSM on any of the termly censuses since Summer 2008, including the January 2014 School Census, known as "Ever 6 FSM"

Children who have been looked after continuously for more than six months.

| | |
|---|----------------|
| Proportion of pupils in school eligible for the PPG grant (Jan 2013) | 26.8% |
| Number of Pupils eligible for PPG January 2013 | 35 |
| Amount of PPG received per pupil April 2013 (based on January '13 census) | £953 |
| Total amount of PPG received April 2013-April 2014 | £37,414 |

Nature of on-going support 2013/14

29% of pupils in school (based on January 2014 census) are in receipt of Pupil Premium Grant. This is slightly higher than the previous year and slightly higher than the proportion of pupils nationally who are in receipt of this grant. 32% of this group have special educational needs.

The Pupil Premium Grant funding is used effectively to implement specific interventions leading to a positive impact on pupil progress and standards and narrowing the gap between children in receipt of free school meals and those who are not. We do this by targeting interventions at named children and their specific needs and priorities. Teaching Assistants are skilled in the delivery of intervention programmes throughout the school.

Additionally, PPG funding has contributed to the cost of the Children's Champion (Parent Support Advisor) post and the Emotional Literacy Support Programme in school. The work of the Children's Champion is a key component of the school's Behaviour and Pastoral Care Policy and improving attendance and punctuality. The Children's Champion works closely with a large number of children and their families in receipt of Pupil Premium Grant. She also works

with children and families across the school where need is greatest at specific times and where family issues are impacting on children's learning, behaviour, emotional and social needs.

In addition to the Children's Champion, two additional teaching assistants are trained Emotional Literacy Support Assistants (ELSAs) and provide targeted support and intervention to individual pupils as the need arises, many of which are in receipt of the PPG.

We continually work to improve the quality of teaching and learning for all children, including those in receipt of the PPG. This is done through specific training for individual teachers as well as training which addresses whole school improvement priorities.

The focus of PPG spending 2013/14

We have targeted PPG in several ways with the aim of:

- Improving rates of progress
- Narrowing the gap between children in receipt of PPG and their peers, (in school and nationally)
- Improving attitudes to and engagement in learning
- Improving attendance and timekeeping
- Improving children's personal, social, emotional and behavioural development

The approaches we have taken include:

- Teaching Assistants precisely deployed to work with targeted children in receipt of Pupil Premium Grant on intervention programmes including; Time to Talk; KS1 Bug Club Phonics Intervention; KS2 Rapid Phonics intervention; Maths, Reading and Writing 'catch up' programmes;
- Additional teachers deployed for 1-2 days to deliver one to one and small group targeted support.
- Literacy and Maths themed after school clubs which have included: KS1 phonics play club; Year 6 Study Club; KS2 Homework club.
- Teaching and support staff effectively responding to children's social, emotional and behavioural needs on a proactive and responsive basis so that they develop positive attitudes to learning
- Developing the library to motivate and engage more pupils in reading
- When children experience unexpected difficulties, the TAs undertake reactive work at the precise time that it is needed. The Children's Champion is timetabled for proactive and reactive work.
- Continuing to breaking down barriers to learning by improving the engagement with parents and carers and increasing parental engagement in learning. This has included further development of the school website – aiming to improve information about pupils learning and providing home learning opportunities; inviting parents to termly 'Exit tasks' where pupils and parents carry out joint learning activities.
- Subsidising the cost of 'Learn Pad' tablets for use in after school Homework and Phonic clubs specifically aimed at PPG pupils.
- Fathers Reading Every Day project, aiming to promote Dads as role models for reading and to support them in reading with their child at home.
- Use of 'Big Talk' at home and at school to improve language skills.

- Introduction of Restorative Practices to support all members of the school community to build better relationships and solve conflicts when they arise.
- Selecting curriculum themes and activities to ensure maximum pupil engagement and interest.
- Assisted places for Breakfast Club and Holiday Club for individual pupils on a needs basis.

Measuring the impact of PPG spending (based on Sept '13-July 2014 data)

Progress

The proportion of PPG pupils making expected progress over the course of Key Stage 2, as shown by the end of Key Stage 2 test results, is above that of pupils not in receipt of PPG nationally and in school in reading and writing but below this measure in maths.

From September 2013 to July 2014 pupils in receipt of PPG across the school made average rates of progress overall with good progress being made by many children particularly in reading and writing. Rates of progress were generally lower in maths than reading and writing.

Over 2013/14, pupils in receipt of PPG on average made similar rates of progress than pupils not receipt of PPG in writing but lower rates of progress in reading and maths. This average figure is influenced by several pupils with significant SEN who made good progress from their starting points but slower progress than would be expected from non SEN pupils. For example, in many year groups PPG pupils made better rates of progress than non PPG pupils in reading and writing.

Many pupils who received support from an additional teacher made outstanding progress.

Attainment

In EYFS pupils made very good progress from their starting points. The % pupils reaching a Good Level of Development increased from 0% in 2013 to 25% in 2014 and the gap between PPG pupils and non PPG pupils is closing. The proportion of PPG pupils reaching a Good Level of Development remains below the York figure.

In the Key Stage 1 phonics screening, the gap has widened slightly as a smaller proportion of PPG pupils passed the test in 2014 than in 2013. Many of these PPG pupils however made excellent progress in phonics over the year. We will continue to address this gap in school through continuing to improve the quality of phonics teaching and giving targeted support to pupils from the start of EYFS.

At the end of Key Stage 1 the gap in attainment (average point score) between PPG/non PPG pupils in school has continued to close in reading but has widened slightly in writing and maths from 2013 to 2014 but this gap has closed considerably since 2012.

However, a greater proportion of PPG pupils are now attaining Level 2 or above, particularly in reading and maths, closing the gap in attainment at Level 2.

At the end of Key Stage 2, the gap in attainment has widened from 2013 to 2014, between PPG/non PPG pupils in school. The narrowest gap is in writing and the widest gap is in maths. However, when comparing the average measure of English and Maths combined, the gap has narrowed slightly since 2012.

Compared to non PPG pupils nationally, once again, the gap in attainment has widened from 2013-14 although it has narrowed since 2012 in all subjects separately and combined.

How do we plan to spend the Pupil Premium Grant in 2014-15?

| | |
|---|----------------|
| Proportion of pupils in school eligible for the PPG grant (Jan 2014) | 29.3% |
| Number of Pupils eligible for PPG January 2014 | 44 |
| Amount of PPG received per pupil April 2014 (based on January '14 census) | £1300 |
| Total amount of PPG received April 2014-April 2015 | £58,100 |

Priorities and approaches to be used in 2014-15

Continue to accelerate rates of progress to narrow the attainment gap, especially in the areas of phonics and writing in EYFS/KS1 and maths at Key Stage 2 by using the following approaches:

- Increase time given to the role of Children's Champion to deliver more targeted pastoral intervention and support families with a range of issues, including improving attendance.
- Continue to fund additional teacher support to provide targeted one to one and small group interventions.
- Continue to increase the expertise of TAs to ensure that interventions are of the highest quality through training opportunities. Fund TAs to deliver targeted intervention for PPG pupils. In 2014-15 particular interventions to support PPG pupils include 'Talk Boost', Rapid Phonics and maths catch-up.
- Purchase and use 'Numicon' resource in maths to support understanding of number and calculations in particular. Provide training for staff to use this resource effectively.
- Purchase 'Mathletics' online maths resource for children to access at home and school. Provide training for staff and opportunities for PPG pupils to access computers at lunchtime or after school.
- Continue to provide after school 'homework' clubs including phonics club, clubs where pupils can access ICT.
- Raise aspirations and widen interests of PPG pupils through involvement of subsidised after school clubs and participation in the Children's University Passport Scheme.
- Improve life skills of PPG pupils by offering 'Food Masters' programme for an hour per week for 10 weeks after school (partly subsidised by an award from 'The Rotary Club').
- Further engaging pupils in understanding their own progress and targets for learning and behaviour by introducing 'Learning Mentor' meetings (one to one meetings with the class teacher each term) – supply teacher cover for class covered by PPG.
- Further developing restorative practices and embedding the school values.