

## ST BARNABAS CE PRIMARY SCHOOL

### PUPIL PREMIUM GRANT EXPENDITURE REPORT TO GOVERNORS

#### AUTUMN TERM 2015

Current Financial Year 2015-2016

(Progress reported from September 2014-July 2015)

#### 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 2007, including the January 2013 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 2014)	29.3%
Number of Pupils eligible for PPG January 2014	45
Amount of PPG received per pupil April 2014 (based on January '14 census)	£1323
<b>Total amount of PPG received April 2014-April 2015</b>	<b>£59,612</b>

#### Nature of on-going support 2014/15

28% of pupils in school (based on January 2015 census) are in receipt of Pupil Premium Grant. This is slightly lower than the previous year and slightly higher than the proportion of pupils nationally who are in receipt of this grant. 33% of this group have special educational needs and 7% EAL (not SEN as well).

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 and training which addresses whole school improvement priorities.

### **The focus of PPG spending 2014/15**

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; Talk Boost; KS1 Phonics Intervention; KS2 Rapid Phonics intervention; Maths, Reading and Writing 'catch up' programmes;
- Purchase and use of 'Numicon' resource in maths to support understanding of number and calculations in particular. Staff training on using this resource effectively.
- Purchases 'Mathletics' online maths resource for children to access at home and school. Provided training for staff and opportunities for PPG pupils to access computers at lunchtime or after school.
- Provided after school 'homework' clubs including phonics club, clubs where pupils can access ICT.
- Raising aspirations and widen interests of PPG pupils through involvement of subsidised after school clubs and participation in the Children's University Passport Scheme.
- Improved 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.
- 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
- When children experience unexpected difficulties, the TAs undertake reactive work at the precise time that it is needed. The Children's Champion and the other ELSAs are timetabled for pro-active and reactive work.
- Employment of an Art Psychotherapist for ½ day per week to work with pupils who have more complex mental health needs yet are not yet receiving support from CAHMS.
- Continuing to breaking down barriers to learning by improving the engagement with parents and carers and increasing parental engagement in learning. This has included the introduction of 'Parents in Class' sessions each half term, aiming to improve information about pupils learning and providing home learning opportunities; as well as continuing to invite parents to termly 'Exit tasks' where pupils and parents carry out joint learning activities.
- 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 '14-July 2015 data)

#### Progress

The proportion of PPG pupils making both expected and better than 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, writing and maths.

From September 2014 to July 2015 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 maths, although these rates vary across the year groups. Rates of progress were generally slightly lower in writing than reading and maths.

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 67% in 2015 and the gap between PPG pupils and non PPG pupils is closing. The proportion of PPG pupils reaching a Good Level of Development is above the York figure for PPG pupils.

In the Key Stage 1 phonics screening, the gap has widened as a smaller proportion of PPG pupils passed the test in 2015 than in 2014. 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 widened from 2014 to 2015 and the proportion of PPG pupils attaining Level 2 has declined. This can be partly explained by the fact that more than half the PPG pupil had SEN or EAL. The smallest gap is in writing compared to non PPG pupil in school and when

compared to non PPG pupils nationally it is in maths. The widest gap is in reading in school and in writing nationally.

At the end of Key Stage 2, the gap in attainment has narrowed from 2014 and 2015, between PPG/non PPG pupils in school and attainment of PPG pupils has exceeded that of non PPG pupils. The largest difference is in maths and the smallest is in Grammar, Punctuation and Spelling.

Compared to non PPG pupils nationally, once again, the gap in attainment has narrowed and is above that of non PPG nationally. The biggest difference once again is in maths and the smallest difference in writing.

### How do we plan to spend the Pupil Premium Grant in 2015-16?

Proportion of pupils in school eligible for the PPG grant (Jan 2015)	28%
Number of Pupils eligible for PPG January 2015	40
Amount of PPG received per pupil April 2015 (based on January '15 census)	£52,000

#### Priorities and approaches to be used in 2015-15

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

- Provide further training to the Children's Champion to deliver more effective pastoral intervention and support families with a range of issues.
- Review and improve systems for monitoring attendance and intervening quickly with families whose children have low attendance.
- Introduce 'Talk for Writing' and provide staff training in this with the aim of further engaging pupils with the writing process and giving good models of language to draw from.
- Review our policy and practice in teaching phonics to Key Stage 1. One of the barriers we have noted is a lack of children reading at home, especially many PPG pupils. Fund support staff and find volunteers to hear children read as regularly as possible in school time. Staff to visit other schools to look at best practice in order to improve practice at St Barnabas.
- 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. Provide opportunities for TAs to access high quality training in phonics, writing and maths problem solving. Fund TAs to deliver targeted intervention for PPG pupils.
- Strengthen use of assessment to target teaching and interventions effectively. Introduce Assertive Mentoring and provide staff training in analysing the gaps and addressing them rapidly.
- Further engaging pupils in understanding their own progress and targets for learning and behaviour by building on 'Learning Mentor' meetings introduced last year (one to one meetings with the class teacher each term) – supply teacher cover for class subsidised by PPG.
- Continue to subsidise subscription of home –school web resources such as Mathletics.
- Provide opportunities for PPG pupils to access computers at lunchtime– pay TAs to

supervise.

- Continue to provide after school 'homework' clubs including phonics club, clubs where pupils can access ICT.
- Continue to 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 further groups 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')