

ST BARNABAS CE PRIMARY SCHOOL
PUPIL PREMIUM GRANT EXPENDITURE REPORT TO GOVERNORS
AUTUMN TERM 2013

Current Financial Year 2013-2014

(Progress reported from September 2012-July 2013)

Number of pupils and pupil premium grant (PPG) received	
<p>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.</p> <p>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.</p>	
Total number of pupils on roll (July 2013)	142
Number of Pupils eligible for PPG January 2012	34
Amount of PPG received per pupil April 2012 (based on January '12 census)	£623
Total amount of PPG received April 2012-April 2013	£22,055
Number of Pupils eligible for PPG January 2013	35
Amount of PPG received per pupil April 2013 (based on January '13 census)	£900
Total amount of PPG received April 2013-April 2014	£31,800

Nature of on-going support 2012/13

27% of pupils in school (based on January 2013 census) are in receipt of Pupil Premium Grant. This is in line with the proportion of pupils nationally who are in receipt of this grant.

31% 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.

The focus of PPG spending 2012/13

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; Phonics Intervention; Read Write Inc; 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 Library 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 is timetabled for pro-

active and reactive work.

- Breaking down barriers to learning by improving the engagement with parents and carers and increasing parental engagement in learning. This has included developing 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 a new phonic based early reading scheme and phonic activities with e-learning links (home access).
- Reviewing the curriculum to ensure that themes and learning activities led to maximum pupil engagement and interest.

Measuring the impact of PPG spending

Progress

The progress made by PPG pupils over the course of Key Stage 2, as shown by the end of Key Stage 2 test results has improved from 2012 to 2013 and is now above that of pupils not in receipt of PPG nationally and in school.

From September 2012 to July 2013 pupils in receipt of PPG made significantly better progress than they did in 2011-12.

Over 2012/13, pupils in receipt of PPG made better average rates of progress than pupils not receipt of PPG.

In reading (2012-13), PPG pupils made +4.9 APS increase compared to +4.1 for non PPG pupils and compared to +3 APS for the PPG pupils in the previous year.

In writing, pupils in receipt of the PPG made +4.9 APS increase compared to +3.9 APS for non PPG pupils and compared to +3.5APS increase for PPG pupils in the previous year.

In maths, pupils in receipt of the PPG made +4.2 APS increase compared to 4.1 APS for non PPG pupils and compared to +3.4APS increase for PPG pupils in the previous year.

The proportion of PPG pupils making expected or better progress over the academic year has increased significantly: In reading 67% pupils in 2012-13 compared to 41% in the previous year made expected or better progress. In writing 90% pupils compared to 55% in the previous year made expected or better progress. In maths 95% pupils compared to 72% in the previous year made expected or better progress.

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 the expected levels were: Reading 60%, Writing 20%, Maths 40% and Personal/Social Development 20%. As these assessments were made against a new EYFS framework, these cannot be compared to the previous year. We are addressing low attainment in writing by developing the use of talking using sentences, increasing the opportunities that pupils have to write and developing the physical skills that pupils use to write.

In the Key Stage 1 phonics screening, we are closing the gap as 60% PPG pupils passed the test in 2013 compared to 17% in 2012. Despite this increase, 8% fewer PPG pupils passed the test than non PPG pupils which we will address 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 has closed significantly between PPG/non PPG pupils in school. In 2012 PPG pupils attained 3.8 APS below non PPG pupils in school. In 2013, this gap narrowed to 0.8 APS below.

Compared to non PPG pupils nationally, KS1 pupils in receipt of the Pupil Premium Grant at St Barnabas attained 5.9 APS below this group in 2012 but narrowed the gap to 2.1 APS below in 2013.

These gaps are widest in reading and writing.

At the end of Key Stage 2, the gap in attainment has also significantly closed between PPG/non PPG pupils in school. In 2012, PPG pupils attained on average 6.2APS below non PPG pupils in school whilst in 2013, PPG pupils attained 1.8 APS above non PPG pupils in school.

Compared to non PPG pupils nationally, pupils in receipt of the Pupil Premium Grant at St Barnabas attained 3.9 APS below this group in 2012 but closed the gap to 0.6 APS above this group in 2013.

Attendance: The average attendance for pupils in receipt of PPG is 95.6%. This is broadly in line with national attendance figures for 'all pupils'.

No pupils in receipt of PPG are persistent absentees (below 85% attendance).

School Priorities and planned support 2013-14

Continue to accelerate rates of progress to narrow the attainment gap, especially in the areas of phonics, reading and writing and in EYFS/KS1.

Increase time given to the role of Children's Champion to deliver more targeted pastoral intervention and support families.

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.

Improve monitoring of the impact of interventions.

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

Have a whole school and home focus on speaking and listening (Big Talk) to improve into writing.

Improve attendance of PPG pupils.