



SOUTH BANK PRIMARY SCHOOL

PUPIL PREMIUM 2013 -2014

Pupil Premium is additional funding provided to schools for supporting the more disadvantaged pupils, to ensure they benefit from the same opportunities as all other children. It is for schools to decide how this is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school. Below is an outline of spending and impact made.

Percentage of pupils and pupil premium grant (PPG) received		
Jan 13	Total number of pupils on role	220 Excluding Early Years (256 whole school)
	Percentage of pupils eligible for PPG	68% (Claimed in the last 6 years - 150)
	Amount of PPG received per pupil	£900
	Total amount of PPG	£147,715

Summary of PPG spending 2013/14

Objective in spending PPG

Raising attainment and achievement of PPG pupils across the school through:

- a. Improving reading achievement and attainment across the school
- b. Improving writing achievement and attainment across the school
- c. Supporting pupils and families through the development of pastoral team
- d. Accelerating progress through the use of intervention support
- e. Supporting transition points in learning
- f. Enhancing curricular opportunities
- g. Increasing engagement and motivation in lessons by the use of CPD to further develop quality of teaching and learning
- h. Improving attendance and punctuality

Record of PPG Spending

Objective	Cost	Impact
Continue to provide a specialist reading recovery teacher to support children in KS1 and KS2.	£45,159	Reading Recovery teacher is effective in a range of ways – working 1:1 with children, working with small groups, working with Y4-6 children on inference and deduction skills, offering advice and guidance to staff across the school, consistent assessing across the school, Y1 phonics screen support, leadership support and monitoring impact of initiatives. Supports maintenance of progress achieved in reading, including support for new staff induction. Engage community members, and upskill them, to read with children who require additional practice.
Continue to provide a secondment opportunity to an existing member of staff to develop a pastoral co-ordinator role. This will support our	£21,206	The effectiveness of our pastoral support is difficult to measure but the impact can be seen across the school. It involves a whole range of initiatives:- - Breakfast club is now free after receiving

vulnerable children to lessen the impact of any social and emotional barriers so that they are ready for learning. The role will also be used to work with parents to develop their expertise and engage them more in their children's learning.		<p>sponsorship from Greggs and is now well attended by approximately 60 children</p> <ul style="list-style-type: none"> - The number of families being signposted for additional support has increased significantly. They have a support mechanism in place in school which is well used and well managed. Outcomes for children improved significantly - First point of contact established for parents, should they have any worries or concerns - Mentoring support focused on need in a timely fashion - Outcomes for children improved significantly - Counselling support offered to those with greater need - Outcomes for children improved significantly - A range of other barriers to learning are tackled in a timely manner so that impact on learning is minimised. - Family learning opportunity well attended by parents, which has a positive impact on children's learning and motivation - Support for safeguarding issues, reducing the high level of CP
Support from a counsellor and a mentor dedicated to supporting all children but specifically aimed at our most vulnerable children	£4,500	
Provide small group work focused on overcoming gaps in learning in reading, writing and maths – broadly targeted at those children who qualify for this support	£5,000	<p>All staff are involved in regular progress meetings, evaluating the impact of interventions on pupil progress and planning for provision, to meet individual needs and ensure pupils meet targets.</p> <p>Close monitoring of all children, and specific groups, to ensure any underachievement or stalling is identified and acted upon immediately</p> <p>Staff upskilled for the intervention required through CPD or peer observation</p>
Provide 1:1 tutoring for those children identified as not making expected progress	£1,800	<p>Children identified through progress analysis and internal staff (therefore linked to class work) delivered 1:1 tuition throughout the year – aimed at Y6 in the autumn term, Y6 & Y5 in spring term and Y5 in summer term (Literacy or Numeracy depending on need). Depending on child's need it was either delivered individually or in small groups.</p> <p>Impact noticed – confidence in learning, willingness from children to talk about difficulties, gaps identified and supported, positivity from children and parents, improved metacognition.</p>
Utilise existing expertise for SEN outreach, to support accelerated progress (based on 48% SEN across the school)	£7,699	<p>SEN expertise used effectively to support mainstream SEN children identified as SA/SA+.</p> <p>Support for G&T pupils also utilised in Y6, through targeted use of staff expertise, to accelerate and extend progress</p>
Provide a high level of staff	£11,000	Broadly targeted. Smaller class sizes in R, Y3,

support and smaller class sizes to support the development of effective feedback on learning to all children		Y4 and Y5 to ensure teaching and learning opportunities are effectively used to accelerate progress
Encourage further opportunities to read at home by supporting development of E read project where children can loan e books.	£2,000	Every child given a login to access book loans. Up-take was poor and issues discussed with children to look at effectiveness. Continued buy in.
Year 6 & Year 2 English and Maths booster sessions delivered by experienced teachers, after school, to support pupils to make good progress.	£6,500	Delivered to both Year 6 and Year 2 pupils. Year 6 achieved 90% attendance after school and Year 2 had targeted support in school.
Support for FSM children in their transition from KS2 to KS3 through one to one mentoring	£5,000	School mentors work additionally with children identified as being vulnerable at point of transition. Additional visits or mentor work, as required. Scheme of work delivered to all children
Support and challenge attendance and punctuality issues by enlisting further support from EWO service	EWO £3,464 EY EWO £1,120	LA support for below 85% - sch systems support impact School targeted support 85 – 95% early intervention support Specific early years support to ensure good habits in place and any issues targeted and supported early and families signposted to appropriate support.
Further develop and grow aspirations by engaging with Olympic legacy 'be the best you can be'	£1,024	Staff training, motivational speaker visit, program of events and delivery of program, evidence in workbooks and celebration event with motivational speaker on a return visit. Joined with two other schools locally. Skills woven into new curriculum
Support enhancing life experiences through financially supporting residential and educational experiences.	EV = £5/child/ term £3,525 Residential £5,221	All residential and educational visit costs supported financially by 50% for all pupils. Enrichment and motivational engagement in the curriculum – visits, performances, access to motivational events and learning opportunities linked to classroom topics. Residential support social and emotional development, life skills, cultural understanding and team building.
Support and further development of outstanding teaching and learning	£2,000	All staff attend quality CPD with time to embed and talk to colleagues about implementation. Joint moderation events across other schools and opportunities to visit other schools to share good practice.
Use of interventions to accelerate progress	£17,564	Progress analysis informs action planning for children not achieving appropriate level/making expected progress. Action plan discussed at teams and targeted intervention agreed, according to skills required. Targeted support across the whole school.

DHT release from class teaching role, in order to support Y6 progress and achievement with a hard to reach group of children.	£15,000	All children targeted reached a level 4 in English and Maths and made outstanding progress Creative and personalized teaching used to ensure attainment and progress targets met.
Support for after school clubs so that it remains at a reduced cost	£5,000	Range of after school clubs provided that were either free or at a small cost to ensure number accessing remained high.
Additional resources to support phonics, writing and maths –	£5,000	Broadly targeted across the school at all children - linked to data analysis of gaps and teaching & learning needs
Total	£151,214	

Performance of PPG pupils (Pupils who have been eligible for FSM in the last six years)	July 2014	
	School PPG	National NON-PPG
Average Points score (APS) overall	28.1	29.4
% L4+ Reading	100	92
% L4+ Writing	95	89
% L4+ Maths	91	90
% of children attaining expected level 4 in RWM	86	83
% of children making expected progress in reading	100	88
% of children making expected progress in writing	95	91
% of children making expected progress in maths	100	88

Year Group (April 13)	Number in Class	Eligible for Pupil Premium	Overall percentage of Year group
Reception FS2 (2 classes)	28	16	57%
Year 1	30	19	63%
Year 2	16	8	50%
Year 3	30	22	73%
Year 4	30	23	77%
Year 5	38	30	79%
Year 6	30	25	83%
	202	143	71%