

SOUTH BANK PRIMARY SCHOOL



PUPIL PREMIUM 2014 - 15

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 14	Total number of pupils on role	203 Excluding Early Years (Whole school - 238)
	Percentage of pupils eligible for PPG	69% (Claimed in the last 6 years - 140)
	Amount of PPG received per pupil	£1300
	Total amount of PPG	£195,100

Summary of PPG spending 2014/15

Objective in spending PPG

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

- Continuing and maintaining reading achievement and attainment across the school
- Improving writing achievement and attainment across the school
- Supporting pupils and families through the development of pastoral team
- Accelerating progress through the use of intervention support
- Supporting transition points in learning
- Enhancing curricular opportunities
- Increasing engagement and motivation in lessons by the use of CPD to further develop quality of teaching and learning
- 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.	£45,558	Impact – individuals in KS1 & KS2 identified from progress analysis 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 and leadership support Monitoring impact of initiatives to support effective use and delivery. Support given to those delivering 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 pastoral co-ordinator role. This will support our 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.	£22,049	Impact - Across the school community 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 and is now well attended by approximately 60 children - 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
Support from a counsellor and a mentor dedicated to supporting all children but specifically aimed at our most vulnerable children	£4,500 £10,000	- First point of contact established for parents should they have any worries or concerns. This first point of contact is also used by staff when they have a concern to raise. - 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 CP - Mentoring support focused on need in a timely fashion - Outcomes for children improved significantly. This has been significantly strengthened this year to support early intervention further and need of pupils - Counselling support offered to those with greater need - Outcomes for children improved significantly
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	£31,000	Impact – Y1 to Y6 All staff involved in regular progress meetings evaluating the impact of interventions on pupil progress and planning for provision to meet individual needs to ensure pupils meet targets. Close monitoring of all children, and specific groups, to ensure any underachievement or stalling is identified and acted upon immediately Staff upskilled for the intervention required through CPD or peer observation
Provide 1:1 tutoring for those children identified as not making expected progress	£1,800	Impact – Y5 & Y6 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. Impact noticed – confidence in learning, willingness from children to talk about difficulties, gaps identified and supported, positivity from children and parents, improved metacognition.
Provide a high level of staff support and smaller class sizes to support the development of effective feedback on learning to all children	£11,000 £20,000	Impact – All key stages, specific support given to EY for early intervention in learning. Broadly targeted. Smaller class sizes in R, Y3, Y4 and Y5 to ensure teaching and learning opportunities are effectively used to accelerate progress
Utilise existing expertise from SEN team to support accelerated progress (based on 44% SEN across the school)	£24,347	SEN expertise used effectively to support mainstream SEN children identified as SA/SA+. Support for G&T pupils also utilised in Y6, through targeted use of staff expertise to accelerate and extend progress
Year 6 & Year 2 English and Maths booster sessions delivered by experienced teachers after school to support pupils to make good progress.	£5,250	Impact – Y2 & Y6 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	Impact – Y6 School mentors work additionally with children identified as being vulnerable at point of transition. Additional visits or mentor work as required. Liaison with secondary schools 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	Impact – Mainstream school and Early Years 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.
Support the early intervention of school support in the early years by the provision of smaller groups and morning and afternoon nursery provision	£6,087 £10,435	Impact – FS2 & FS1 Supported the work of family groups in early years to ensure learning intentions and opportunities for progress were used to a maximum
Support enhancing life experiences through financially supporting residential and educational experiences.	£4,000 + £1,250	Impact – Residential in Y6, Y4, Support Base, Y2 and educational visit costs for all children (supported financially by half during summer term and fully during autumn/ spring term). Enrichment and motivational engagement in the curriculum – visits, performances, access to motivational events and learning

	£5,000	opportunities linked to classroom topics. All residential supported financially by half for all children - supports and enhances social and emotional development, life skills, cultural understanding and team building.
Before/After school club provision	£5,000	Impact – offered to all children Breakfast club & range of after school clubs provided that were either free or at a small cost to ensure number accessing remained high.
Curriculum equipment and materials to support revised curriculum implementation	£5,000	Impact – Across school Resources provided to support new curriculum, assessment in phonics and SPAG, restock and update library
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 to reach a level 4 in English and Maths and make outstanding progress Creative and personalised teaching used to ensure attainment and progress targets met.
Behaviour support from problems incurred through movement of school site	£3,000	Impact – all children. Afternoon learning started in a meaningful manner with children ready for learning Additional sports coach employed at lunchtime to support the management of playground behaviour alongside further engagement in sporting activities.
Support and further develop outstanding teaching and learning	£4,405	Impact - All staff attended 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. Evidence of outstanding teaching & learning during lesson observations/learning walks.
Total	£244,310	

Performance of PPG pupils (Pupils who have been eligible for FSM in the last six years)	July 2015- Predictions	
	School PPG	National NON-PPG
Average Points score (APS) overall	27.8	
% L4+ Reading	92	
% L4+ Writing	96	
% L4+ Maths	88	
% of children attaining expected level 4 in RWM	88	
% of children making expected progress in reading	100	
% of children making expected progress in writing	100	
% of children making expected progress in maths	92	

Year Group (April 14)	Number in Class	Eligible for Pupil Premium	Overall percentage of Year group / School
Reception FS2 (2 classes)	29	14	48%
Year 1	29	15	52%
Year 2	32	19	59%
Year 3	17	7	41%
Year 4	33	19	58%
Year 5	29	22	76%
Year 6	35	29	83%
	175	125	63%