

SOUTH BANK PRIMARY SCHOOL



PUPIL PREMIUM 2015 - 16

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 15	Total number of pupils on role	205 Excluding Early Years (Whole school - 248)
	Percentage of pupils eligible for PPG	65% (Claimed in the last 6 years – 134)
	Amount of PPG received per pupil	£1320
	Total amount of PPG	£186,760

Summary of PPG spending 2015/16

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.	£46,033	Impact – individuals in KS1 & KS2 identified from progress analysis Reading Recovery is an intervention based approach that highly personalizes learning and ensures any gaps are filled and built upon so that children have a secure base in which to build their learning. 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

		<p>in reading, including support for new staff induction.</p> <p>Engage community members, and upskill them, to read with children who require additional practice.</p>
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.	£24,069	<p>Impact - Across the school community</p> <p>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:-</p> <ul style="list-style-type: none"> - Breakfast club continues to be free and is now well attended by 60 children - The number of families being signposted for additional support continues to be a significant number. 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.	<p>£9,120</p> <p>£5,000</p> <p>£5,000</p>	<ul style="list-style-type: none"> - 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. Safeguarding approach is to provide early intervention however should it escalate then it is dealt with by a team of highly trained nominated leads. Additionally, work load is shared which reduces impact on the leadership and management of the school - School transport is led effectively and efficiently to ensure the safety of all is paramount. This is a vital service due to the current circumstances and has become the frontline for communication with many parents so it is important that effective systems are in place. Impact for pupils is that get to school safely and ready to learn. - 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 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	£13,340 £8,208	Impact – KS1 & Y5 Broadly targeted. Smaller class sizes in KS1 to ensure teaching and learning opportunities are effectively used to accelerate progress. Provide additional support in Y5 so that a more personalized approach can be implemented
Utilise existing expertise from SEN team to support accelerated progress (based on 40% SEN across the school)	£12,442	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.	£6,000	Impact – Y2 & Y6 Delivered to both Year 6 and Year 2 pupils. Year 6 received a highly personalized approach and it was delivered individually or in small groups from an experienced teacher and Year 2 had targeted support in school.
Support for FSM children in their transition from KS2 to KS3 through one to one mentoring	£688	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 for secondary readiness
Support and challenge attendance and punctuality issues by enlisting further support from EWO service	£4,528 EWO + EY EWO	Impact – Mainstream school and Early Years. LA support for below 90% - 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. Additional support included to make smaller classes for Reception provision.	£10,418 £8,004 (£3114 taken from 2 year old monies)	Impact – GLD has risen 11% throughout 2015/16 Children benefited from smaller classes and this impacted on the intervention work delivered to support learning. Nursery provision was supported to develop speech and language and remove/reduce this barrier to learning for a group of children.
Support enhancing life experiences through financially supporting residential and educational experiences.	£6,000	Impact – Residential in Y6, Y4, Support Base, Y2 and educational visit costs for all children Enrichment and motivational engagement in the curriculum – visits, performances, access to motivational events and learning 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	£2,500	Impact – offered to all children Breakfast club & range of after school clubs provided that were offered free to ensure number accessing remained high.
Curriculum equipment and materials to support revised curriculum implementation	£2,500	Impact – Across school Resources provided to support new curriculum, assessment in phonics and SPAG, IT curriculum
DHT release from class teaching role, in order to support Y6 progress and achievement with a hard to reach group of children.	£16,339	All children targeted to reach an expected level in English and Maths and make outstanding progress. Creative and personalized teaching used to ensure attainment and progress targets met.
Behaviour support from problems incurred through movement of school site		.
Support and further develop outstanding teaching and learning. Progress linked.	£5,000	CPD delivered to three members of staff. Program delivered over a year with specific outcomes linked to their work in school. Good practice shared.
Support individual pupils as required	£2,000	As required Used for specific group work, play therapy, transport amongst things.
Y2 Writing progress	£5,665	Impact – Y2 identified children Highly personalized and intensive support provided to accelerate progress
Total	£194,654	

Performance of Disadvantaged pupils (Pupils who have been eligible for FSM in the last six years)	July 2015 Results	
	School Disadvantage	National Other
% who reached the 'expected' standard in Reading	60	72
% who reached the 'expected' standard in Writing	75	79
% who reached the 'expected' standard in Maths	75	76
% of children attaining 'expected' standard in RWM	60	60

Key Stage 2 children's progress is measured against a standardised progress figure based on the average attainment of children who achieved similar results in key Stage 1. The expected progress figure is 0. A positive figure shows more than the expected amount of progress, where a negative figure show less than the expected amount progress.

Average progress score in reading	-0.45	0
Average progress score in writing	2.14	0
Average progress score in maths	1.48	0

Year Group (July 16)	Number in Class	Eligible for Pupil Premium	Overall percentage of Year group / School
Reception FS2 (2 classes)	32	17	53%
Year 1	28	19	68%
Year 2	31	19	61%
Year 3	32	24	75%
Year 4	18	8	44%
Year 5	31	21	68%
Year 6	29	20	69%
	201	128	64%