

St. Georges (VC) Primary School

Pupil Premium Grant expenditure: 2011/12

Financial Year April 11 – March 12

School summary

Total number of pupils on roll	157
Total number of pupils eligible for PPG (Pupil Premium Grant)	36
Amount of PPG received per pupil	£ 400.00
Total amount of PPG received	£14400

FSM – 23% (role of 157)

LAC – 0%

Current Academic Year September 11 – August 12

- St. G's has a mixed catchment with a number of vulnerable families.
- We track our FSM (we currently have no LAC – Looked After Children) alongside all our vulnerable groups and have spotted that although historically progress for these children
- Although there are no LAC currently in school we do have a number of pupils who are living with grandparents and these are tracked closely.
- We employ an experienced, part time teacher, who was recently a leading teacher of Literacy to work with targeted children and small groups. In truth we use as added CPD for our teachers to support writing in particular. We feel that this training is a priority and extends throughout the workforce.
- All support is clearly focused (& reviewed often) and there is no doubt of the p/t teacher's role in school.
- The targeted pupils still work towards the lesson objectives along with the other members of the class, but the additional teacher enables very focused support to ensure that they achieve the objective and can move on competently with the rest. In some

cases this means that a number of children continue their work during the afternoon which allows them to catch up.

- During termly PP Meetings we have a very evaluative approach to the intervention programme. We look closely at how effective the progresses of the pupils are and how effective the programme is.
- For example with the SENCo we felt that intervention programmes such as Springboard wasn't of great benefit whilst ALS and the booster materials were working well.
- An additional benefit of using a part time teacher is that effective practice is filter down through teachers and TA's. TA's and the SENCo are also used to in planning 'next steps.' Our aim this year is to produce an effective assessment tracking system to allow TA's to be familiar with what different levels look like.

Use of Pupil Premium 2011/12

NB All children were tracked through the use of pupil Progress and support put in place where needs are identified.

A range of interventions are deployed to support pupils' academic and personal development and some FSM children are part of wider support programmes which pupil premium helps to fund.

Specific Support for FSM

The focus in the spending of the PPG was enhancing the pupil's core numeracy and literacy skills. Individual needs were identified through the class/year group provision maps and appropriate interventions and resources (including staff) were targeted to address these areas.

Funding was also focused on supporting emotional and behavioural needs which were acting as a barrier to learning and preventing children from accessing the curriculum.

The PPG was used to fund specific interventions delivered by the class teacher or teaching assistant.

The provision included for literacy: Early Literacy Support, booster writing sessions, Units of Sound, additional phonic work and individual reading support.

Further support was targeted at the emotional and behavioural needs of certain children. The provision included: Social Use of Language Group, Lunchtime Club, funding the use of Breakfast & After School provision (including holiday placements.)

Delivery

- ✓ *The majority of the additional support was provided by the class teacher and teaching assistant in the form of 1-1 work or small group work using personalized programmes or specific interventions.*
- ✓ *Social Use of Language Groups was established for children who needed additional support with their social communication skills, which were acting as a barrier to learning.*
- ✓ *Play Therapy and Nurturing Groups*
- ✓ *Financial support for specific inclusive activities, e.g. KS1 Residential Weekend Visit to Swattenden Centre, Cranbrook and KS2 Residential Visit to Treginnis Farm in Pembrokeshire 2012), educational visits, music lessons etc.*
- ✓ *Support for attendance at for attendance at educational activities at other sites, e.g. Gifted and talented workshops.*

PPG Allocation 11/12 - £14400.00

The cost of small group support including Nurturing groups and Play Therapy) – £2100 + £9000

Financial Support for specific curriculum and extra curriculum activities – £3300

Impact of PPG 2011/12 (please refer to 2012 RoL)

Focus of PPG was on FSM's and pupils included in the vulnerable groups.

KS1 Groups (RoL p29)

- *The group of FSM pupils had lower scores than those in school not eligible in writing and maths but were broadly in line for reading. This group also attained less well when compared with the national group in all subjects*
- *Boys have a lower point score than the girls in reading, a higher score in maths and a similar score for writing. Both boys' and girls' attainment is below the national peer group in each subject.*
- *Attainment for non-SEN and for School Action pupils is below the national groups in reading, writing and maths. Those on School Action Plus have higher outcomes in reading and writing and a similar score in maths to the national group*
- *Pupils born in summer have lower point scores in each subject compared to those born in autumn or spring.*

KS2 Groups (RoL - p79)

- *The proportion of FSM pupils achieving level 4 or above in both subjects was well above the national FSM figure.*
- *FSM pupils have attained broadly in line with those not eligible in reading, writing and maths. This group's attainment was better than the national FSM group in all subjects.*
- *All pupil groups have value added scores of 100.6 or more in English, maths and for overall KS1-KS2 progress.*
- *Many groups have much high VA scores and their progress is shown to be statistically significantly better than the national group.*

Evaluation and Suggestions for 12/13 Pupil Premium

With no vulnerable groups not meeting their end of KS2 targets PPG had made a difference. The use of Play Therapy and Nurturing groups had supported a number of pupils in achieving their pupil targets. There was also string evidence that

Ideally there is a need for more focus teaching with pupils in KS1 to address the 'closing the gap' issue.

If possible appointing a PP teacher to work with specific groups in both Key Stages with a specific focus on Writing.

Pupil Premium 2011/12

Teacher salary	9000
TA/SEN	2100
Specific/Extra Curriculum support	3300

