



"Learning For Life"

Headteacher: Ms Sophie Allen, B.Ed (Hons), NPQH

Stonebridge Primary School Pupil Premium Grant Expenditure 2013/2014

The pupil premium grant was introduced in April 2011 by the government in addition to the main school funding. The PPG is for pupils in Reception to year 6 who are eligible for Free school Meals (FSM) currently or have been at any time over the past 6 years. PPG is also for children who are looked after. The main purpose of the PPG is to narrow the attainment gap between pupils from disadvantaged backgrounds and their peers.

Schools have the freedom to decide how the money from PPG is spent in based on what they believe will have maximum impact on the pupils who are eligible for it. The following outlines the agreed expenditure of the PPG 2013 – 2014.

Overview of the school

Number of pupils and pupil premium grant (PPG) received				
% of pupils eligible for PPG (including ever 6) – January 2013			71%	
Total amount of PPG received			£240,000	
Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)				
2013 – Progress of disadvantaged pupils in English and Maths was well above national averages and attainment was at national averages (Please see Ofsted Dashboard)	July 2013		July 2014	
	FSM	Non -FSM	FSM	Non -FSM
% of pupils achieving L4+ in Reading, writing + maths School = 53%	55	50		
% of pupils making expected progress in reading School = 83%	94	57		
% of pupils making expected progress in writing School = 92%	94	86		
% of pupils making expected progress in maths School = 100%	100	100		



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Summary of PPG spending 2013/14

Objectives in spending PPG:

- To improve the progress of children eligible for the Pupil Premium Grant thereby narrowing the gap between FSM and non-FSM children in English and maths
- To improve the attainment of children eligible for the PPG thereby narrowing the gap between FSM and non-FSM children particularly in numeracy
- To improve the provision of the teaching of phonics across the school
- To ensure all children can choose to have access to a range of educational experiences.

Summary of spending and actions taken:

1. Additional teaching assistants to provide a mix of in-class and small group intervention support targeted at those children who are underperforming or making slow progress, focus on reading recovery 1 -1 support
2. Refugee Support Worker in post to support new arrival families and offer outreach to ensure good communication and relationships in place to benefit children's learning
3. To purchase phonic resources to add to existing resources in place that can be used across the school ensuring consistency, and is available for access from home.
4. 1-1 tuition for children underperforming or making slow progress, in literacy or numeracy in KS2
5. Subsidising residential education visits (Yr 5 & Yr 6) / Subsidising educational visits across the school
6. Parent Support Worker in post to support parents and offer a range of training to equip parents to meet children's needs more.
7. Reading Recovery teacher in post to support accelerated progress of children in reading and provide outreach to support the development of reading strategies led by non-teaching staff and the skill base of such staff across the school

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8. Additional teacher in post to provide support and interventions and release time for Professional Development days to enable staff to increase their teaching skills, attend high level training, carrying out monitoring activities that will impact the level of teaching and standards at the school positively.
9. To provide a range of enriching opportunities across the curriculum from Foundation to Year 6

Outcomes to date:

In 2013, 100% of FSM pupils made the expected progress in Mathematics from KS1 to KS2, well above the national average of 88%.

FSM children in Stonebridge attained higher than non- FSM children in Reading and Mathematics. They performed in line with non-FSM for writing and Grammar, Punctuation and Spelling. (Raise online data – October 2013).

The FSM pupils were above the National average, using APS measure, in Mathematics and GPS