



Pupil Premium Review St George's CE Primary School



2015-16

OFSTED findings in October 2014:

The proportion of disadvantaged pupils and therefore supported through the pupil premium is above the national average. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority.

Governors ensure that the pupil premium is used appropriately. The governing body checks on the impact that funding has on pupils' progress in all subjects and has made a significant impact on the improvements made in many areas.

The checks made on pupils' progress are exemplary and effective.

Leadership and management at all levels are effective.

The pupils are taught to read, reflect and respond to their work to address any mistakes.

In Year 6 in 2013, the attainment of disadvantaged pupils in spelling, grammar and punctuation was about one term behind non-disadvantaged pupils in the school and two terms behind non-disadvantaged pupils nationally. In Reading there was no gap in attainment between disadvantaged and non-disadvantaged in the school but pupils were about two terms behind pupils nationally. In writing, disadvantaged pupils were about one term behind in non-disadvantaged pupils in the school and also nationally and in mathematics were two terms behind those in school and three terms behind those nationally. School data and inspection evidence shows that in 2014 all the previous gaps have now closed as a result of rigorous tracking and good or better teaching.

School Performance Data

- 30% of pupils in Reception reached GLD (good level of development)
- Y1 phonics attainment is below national average but Y2 retake is above
- KS1 R/W/M have increased but still remain below national average
- FSM/E6: at the end of KS2, pupils in receipt of PPG overall **outperformed non-PPG** on attainment in combined R,W,M L4 %. This was particularly so in both SPAG and writing. **Higher attaining pupils in receipt of PPG perform less well than their non PPG counterparts.** We have already identified in progress meetings in July that we needed to begin targeting pupils who are in receipt of PPG who could become higher

attaining/G&T pupils with further intervention. Average point's scores were broadly similar.

- Progress for PPG pupils is outstanding. The RAISE online table for this shows no 'red' areas at all

End of Key Stage 2								
	% L4+ R/W/M		% 2 levels progress: Reading		% 2 levels progress: Writing		% 2 levels progress: Maths	
	Actual	Nat.	Actual	Nat.	Actual	Nat.	Actual	Nat.
2011	75	74	100	84			89	83
2012	86	74	90	89			95	87
2013	70	75	85	88	100	92	85	88
2014	85	78	100	91	100	93	100	89
2015	82	80	100		100		100	

Website Information

Policy displayed online

Spending for 2013/14 and 2014/15 has been published alongside data

Funded breakfast club which is oversubscribed has a massive impact on attendance figures which is above national average.

PPG register completed by SBM which records progress, attainment, intervention and spending for each individual child allocated PP.

Planned interventions are tailored to suit individual child needs and are based on progress meeting notes.

Recorded evidence of PP from 2013-present.

Spending ethos is clear with a focus on raising attainment of each child in receipt of PP.

Governance of PP

A new governor has just taken up the role of PP governor under the new federation-Mrs Alice Aldred. Mrs Aldred has previously sat on the finance board of governors at St George's. The former PP governor attended regular meetings with the Headteacher/PPG Team re PP allocation and spending. The EHT and PP team presented at the Wigan Governor conference as an example of good practice in PP. The PP team have also led Headteacher training on PP as part of the Teaching School Alliance. All governors are aware of budget allocation of PP via Finance and Premises half termly meetings. Mrs Hart fed back to the governing body standards committee on the impact of academic interventions in Autumn term 2015.

Teachers' and Support Assistants' awareness

All teachers and support staff know which pupils are entitled to PP via regular staff meetings and updating of register at termly progress meetings.

Timetables of support assistants individualised specifically to cater for disadvantaged/children in receipt of PPG who aren't making adequate progress.

M&E sheets completed by each teacher for each child who participated in an intervention-will be replaced by O Track Spring 2016.

Staff spoken to aware of £1300 per child in receipt of PPG and also ways in which school was using the money to benefit each individual child.

Staff were aware that PPG money was being used to provide nurture and to subsidise trips/residential.

Pupils' Views

I interviewed 6 children from KS2 (BM,JS,JL,MH,CE,AS) who are in receipt of PPG.

All pupils were extremely positive about school and the opportunities it delivers.

One of the children who is on the G&T register discussed how he had attended Maths sessions delivered by a local high school teacher in addition to his maths at school.

All six pupils openly discussed extra provision that had been put in place for them such as:

Mentoring/Beanstalk Reading/Challenge for Change/ToTT/Nurture

All six pupils discussed different adults that had supported them over the course of the year for different aspects of curriculum.

Three of the six children regularly attend the school breakfast club.

All of the children attended the homework club for their phase.

Four of the six children said that they love being challenged in maths.

All six discussed their love for reading and writing and talked about PPP and up levelling.

Outline Recommendations:

- 1. Ensure that all children in receipt of PPG are having need met-Focus on those who have potential to be G&T**
- 2. Include a strand in teacher/TA appraisals that specifically focuses on PPG/Vulnerable groups**
- 3. Use of tracking of PPG and interventions via O Track**
- 4. Improve feedback in marking-pupil response**
- 5. Use PPG money to also purchase resources needed**
- 6. Parent meetings to discuss interventions, spending and impact.**
- 7. Train parents via workshops how to support their children's learning.**
- 8. Particular focus on Early Intervention in EYFS and KS1 to increase attainment.**
- 9. Keep regularly using EEF for updates on best interventions/use of TA**

Lyndsey Hart/Sue Kennedy-PPG Team Atherton St George's Primary School

Action Plan PPG

<u>Objectives</u>	<u>Actions</u>	<u>Desired Outcomes</u>	<u>Evaluation</u>
Teachers can clearly account spending and its impact on their children.	Map support, intervention and spend pupil by pupil via progress meeting data.	Teachers can demonstrate clear objective evidence of impact of attainment and progress	
Improve quality of teaching by TA's for all pupils from good to outstanding.	All staff trained in summative/formative assessment. AFL used Subject knowledge up to date so can intervene with misconceptions. Improve feedback in marking with pupil response	Improved TA input-mediation seen/observed in lesson obs. Improved pupil outcomes	
To improve use of data to track PPG using new system including intervention groups.	Termly Progress meetings with data inputted on to O track. All interventions uploaded onto O track and monitored by subject leads/SLT. TA's to be trained on O track.	Consistent approach to tracking used by all stakeholders. Every intervention measured and costed to ensure only the most worthwhile continue.	
To improve G&T provision of PPG pupils	To plan mentoring slots for G&T children to challenge them further using mastery. Links with high schools/community to allow children to fulfil	Progress is rising and gap is being closed in all areas of curriculum- eg More L5 from PPG	

	their full potential.		
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