

ST. PETER'S COMMUNITY INFANT AND NURSERY SCHOOL
PUPIL PREMIUM REPORT 2011/2012

The Pupil Premium at St Peter's Community Infant and Nursery School

The Staff and Governors of St Peter's are totally committed to ensuring that provision secures the teaching and learning opportunities that meet the needs of all pupils so that all make maximum progress and reach their potential.

Our school aims to tackle all forms of disadvantage and works resolutely to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing, and hopefully eventually closing, any gap in attainment. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

Provision

St Peter's is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. The school's leadership team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. A range of additional support may be provided that is felt to best meet the child's needs at the time. The SENCO is involved with this process. We always seek to provide outstanding teaching for all pupils. Timely, targeted teaching intervention is also used to maximise pupils' progress and attainment.

| | |
|---|---|
| Pupil Premium allocation for 2011/2012 | Autumn 2011: £5,375 Spring 2012: £5,375 Summer 2012: £4,200 TOTAL: £14,950 |
| Number of pupils supported in 2011/2012 | Nursery: 6 Reception: 10 Year 1: 12 Year 2: 20 |

| YEAR GROUP | INTERVENTION | ANNUAL COST | IMPACT |
|------------|---|------------------------|---|
| Year Two | Literacy Support: LSS | £3320 (4 children) | These children were assessed, in the summer term 2011, as the most appropriate to receive 1:1 literacy support for 30 mins weekly, with a specialist teacher. Not only were their attainment levels below that of their peers but 2 children had a medical condition impacting on their learning. One child improved by 3 levels in both reading and writing, one child exceeded his projected level in reading. These children all gained in confidence, had improved focus and were motivated to attempt new tasks, which had not previously been evident. |
| | Literacy Support: Ratties' Readers | £814 (4 children) | 4 children had 2x1:1 20 mins weekly with the phonic 'Read Write Inc' resources, a very progressive, graded, phonic based set of books which incorporate the skills of decoding, and reading for comprehension, expression, and fluency. Parents play an important part in consolidating these skills by further practising them at home. One child was showing dyslexic tendencies. All children made progress, two children improved reading attainment by 5 levels, one by 3 levels. |
| | Literacy Support: Bookworms | £1,228 (5 children) | 5 children undertook the 4 week reading programme, 'Bookworms'. The remit for this is to motivate children who lack enjoyment and motivation to read. It uses books that are fun, eg 'lift the flap' books, and books on subjects that appeal to individuals. One EAL child wanted to read fairy tales; we were able to create the stories, or support them, with symbols using 'Communication in Print' to use alongside the original text. 1 child exceeded their predicted level, 3 children reached their predicted level and one child was one level below predicted. This child had some CP issues happening during the year, and was not supported with the intervention at home, but did show an enthusiasm for time spent reading 1:1 daily with an adult in school. |
| | Literacy Support: Bare Necessities | £238 (2 children) | 2 children worked with the VAK (visual, audial and kinaesthetic) focused phonics programme supporting reading and spelling, 1:1 daily, for 10 minutes. One child improved by 4 levels and one by 3 levels in reading. Both children showed c-v-c word spellings as being a particular strength, as identified during scrutiny of writing books. |
| | Literacy Support: Writers' Club | £437 (4 boys) | Boys' writing was identified as an area for improvement in the SIP. 4 boys were able to join a released class teacher to follow up interests agreed between themselves, eg visiting the Amex stadium. This opportunity was expected to stimulate creativity in writing, and took place over a six week period. Two children improved writing by 4 levels, 1 child by 3 levels, 1 child by 2 levels. |
| | Literacy Support: Speech and Language Programme | £262 (4 children) | 4 children with speech programmes, two for articulation difficulties, one with receptive language and one, expressive language concerns. The former made progress which can be measured more appropriately in terms of their pronunciation; in 2 cases, their confidence to speak in the group, offer ideas and opinions, along with structuring writing improved considerably. |

| YEAR GROUP | INTERVENTION | ANNUAL COST | IMPACT |
|------------|--|--|--|
| Year Two | Maths | £201 (2 children) | 2 children received daily Maths support for 2 terms, this relied upon use of practical resources, such as Numicon, to make learning Maths concepts both relevant and as concrete as possible. Both children achieved their predicted levels |
| | Nurture Group: One to One | £78 (2 children) | 2 children had key workers to 'check in' daily, liaise with the counsellor/CAMHS worker, and spent time supporting in appropriate ways eg discussing issues arising from peer conflict, oppositional behaviour etc. One child responded particularly positively. Parent consultations were more positive than previously, and fewer incidents of conflict /opposition were dealt with by the class teacher. The pupils were increasingly able to ask for help and talk honestly about their feelings. |
| | Nurture Group: Mosaic (special) project | £720 (3 children) | 6 children in all took part in the mosaic project to create a mosaic panel reflecting, pictorially, our school motto and ethos. One child had early trauma in their life, one was living as a LAC/CIC for part of the year, and 1 child was lacking in confidence, often isolated from the group. 1 child achieved level 3s in their SATs. As part of our transition package we have ascertained that all children have made a confident and positive start to their junior school. |
| | Counselling | £4778 (6 children) | 6 children were supported by the counsellor. Some sessions were conducted with the pupil alone, others with the parent and child together, and in one case, with the child and their mentor in school. This intervention, and the flexible way it was carried out clearly had benefits, which are not necessarily measurable. One child, with Attachment Difficulty, began to show trust and increased empathy for others. Feedback from parents and teachers in Year 3 of the respective junior schools has reported all children have settled and are learning. The counsellor in the new school, was able to 'pick up' on the work of the St Peter's counsellor through careful transition planning set up before he left us. |
| | SEN Liaison including Transition | £584 (4 children (approx 60 hrs) | Liaison with parents and carers accounted for 30 mins weekly, on average, across the 6 children with ESD concerns. Some meetings were 1:1, others were with the Headteacher, and/or other professionals, including Social Services. Follow up reports or actions from meetings often followed. Feedback from families, and a growth in confidence of pupils were positive in the main. All Y2 children benefited from a comprehensive transition programme, but 4 PP received an enhanced package, which included joined up working with the school counsellor and year 3 teachers, extra visits to 2 of the junior schools. Most concerning pupils had mentor time. The work was planned in April and was carried out throughout the summer term. Our year 2 teacher has followed this up with visits to the 2 main feeder schools. Feedback from parents and teachers in Year 3 of the respective junior schools has reported all but one of the children have settled well and are learning. |

| YEAR GROUP | INTERVENTION | ANNUAL COST | IMPACT |
|------------|--------------|---------------------|---|
| | Peer massage | £55 (5 children) | Peer massage was introduced in response to a pressing need. Children were returning from lunch break having had difficult playtimes, leaving them unable to access learning effectively. These calm, nurturing sessions, 2-3 times weekly, lasting 20 minutes, not only opened the way to an 'openness' for learning, but improved relationships and peer respect, considerably, within the group. The class teacher subsequently trained the whole staff, so that peer massage has become a 'whole school' practice. |
| | Motor skills | £78 (3 children) | 3 children were targeted and given extra opportunities to improve motor skills. Handwriting practice was undertaken in a small, adult supervised, group at least 3 times a week, and once a week for 20 minutes, children improved their skills by sewing, paper folding, cutting etc. On scrutiny of handwriting books, all but one of these children's' handwriting became consistent in their joins, size and use of ascenders and decenders. |

| YEAR GROUP | INTERVENTION | ANNUAL COST | IMPACT |
|------------|---|----------------------|---|
| Year One | Literacy Support: ELS | £558 (3 children) | 3 children were identified by the Middle Infant Screening Test (MIST), in October 2011, as being the most appropriate to receive daily boost for their literacy skills. This was adapted from the full ELS programme, to focus mainly on the phoneme aspects. These pupils came into the programme with FSP level 5, they all improved by at least 4 levels in both Reading and Writing. |
| | Literacy Support: Bare Necessities/Rhyme Time | £119 (1 child) | 1 child worked with the VAK (visual, audial and kinaesthetic) focused phonics programme supporting reading and spelling, 1:1 daily, for 10 minutes. This child had a hearing impairment, and it was hoped that the multisensory nature of the scheme would be appropriate. It was clear, however, after 8 weeks, that he was not improving, nor enjoying it, we therefore changed the intervention to 'Rhyme Time'. He improved by 4 levels in Reading. |
| | Literacy Support: Talk for Writing | £156 (4 children) | 4 children who struggled with writing were able to improve the structure of written tasks with the help of 'Talk for Writing'. This intervention took a text eg Gingerbread Man, with the children's ideas it was linked with their 'London' topic and became a chorally spoken imaginative version of the original. All children improved by 4 levels in Reading and Writing. |
| | Literacy Support: Extra Letters & Sounds | £140 (4 children) | We supported Phase 2 and 3 Letters and Sounds. These sessions took the form of games and practical activities which support different learning styles - visual and kinaesthetic - in particular. 2 children progressed by 4 levels in both reading and writing, 2 children by 3 levels. Their motivation and enjoyment of leaning Letters and Sounds was marked. |
| | Maths | £269 (4 children) | 4 children received daily Maths support for 2 terms, this relied upon use of practical resources, such as Numicon, to make learning Maths concepts both relevant and as concrete as possible. 3 children progressed by 3 levels, one statemented child progressed by 4 levels. |

| YEAR GROUP | INTERVENTION | ANNUAL COST | IMPACT |
|------------|----------------------------------|---------------------------------------|---|
| Year One | Nurture Group: SEAL | £234 (3 children) | 3 children worked with a TA to build self esteem and confidence. These children used the sessions well. They built mutually supportive relationships and spoke more confidently in the smaller group. |
| | Social Skills: Meet and Greet | £132 (1 child) | This statemented child showed a reluctance to come to school, and sensitivity on entering the classroom early in the year. He quickly formed a trusting relationship with his key adult, and confidence improved significantly throughout the year. |
| | SENCO liaison | £244 (3 children approx 30 hrs) | 1 statemented child, 1 child whose parent was seeking lone parental responsibility through the courts. This child met or exceeded their expectations in all areas. 1 parent with ongoing family difficulties, required time to ensure the best chance of emotional well being for their children. |
| | Peer massage | £55 (5 children) | Training was delivered for the class teacher to introduce peer massage in order to support not only children with high anxiety, but to create an atmosphere for learning in a calm environment. A small group of boys were regularly involved in conflict during the lunch break and entered the classroom in a fraught state. The teacher reported more productive lessons occurred following the introduction of peer massage, and improved peer relationships due to its mutually nurturing aspect. Fewer incidents were reported by midday supervisors in the last half term, which could, in some way be attributed, in part, to peer massage. |
| | Motor skills | £78 (3 children) | 3 children worked in a small group to support fine motor skills. These children were identified as having poor presentation of handwriting. With opportunities to build muscle strength and dexterity through sewing, paper folding, cutting and other tasks it was hoped that handwriting would be more controlled and legible. 2 children improved by 3 or more levels in Writing , 1 child by 2 levels . |

| YEAR GROUP | INTERVENTION | ANNUAL COST | IMPACT |
|------------|---|---|---|
| Reception | Literacy Support: Talking Together | £156 (3 children) | These children struggled with their communication skills and this impacted on their written work in particular. 1 child progressed by 4 levels with Communication and Language FSP levels. 1 child by 3 levels. One child had had a significant change in home circumstances during the year and made less than desired progress. |
| | Literacy Support: Extra Letters & Sounds | £140 (4 children) | 4 children worked with a TA at least 3 times weekly to support learning of phonemes. 3 children progressed by 3 or more levels with their Reading, one child, mentioned above, experienced significant change and made 2 levels progress in Reading. |
| | Literacy Support: Speech and Language Programme | £65 (1 child) | 1 child had immature language. Her SALT programme was carried out by a TA 1:1 weekly. Her communication skills improved by 4 levels during the year. |
| | Literacy Support: Derbyshire Language Programme/Language Steps | £217 (1) | 1 PP child was identified, by means of the Renfrew Picture Action Vocabulary test, as needing enhanced support for poor receptive and expressive language skills. The Derbyshire, and 'Language Steps' materials were used to practise use of 3 and 4 Information Carrying Words, and appropriate use of prepositions and pronouns. This input impacted on her Reading and Writing improving by 3 levels. |
| | Social Skills: SULP (Social Use of Language) | £156 (2 children) | 2 children were given opportunities to improve their social and learning skills such as good looking, listening, turn taking etc using the Wendy Renaldi stories of characters with poor skills. Both children improved their language scores by at least 3 levels, 1 child by 4 levels. |
| | SENCO liaison | £341 (4 children average half hour per week: 15 hrs in total) | Liaison with parents/carers, professionals and class teachers, regarding individuals, built trust and acceptance of need for interventions and encouraged parents to take on board school suggested strategies etc. These children settled and had a more positive approach to learning than when they started in Reception. |
| | Peer massage | £55 (5 children) | Peer massage has had a positive effect on the whole class in terms of their peer relationships and willingness to get down to tasks, with less 'issues' to be dealt with before settling to work. |
| | Counselling | £683 (1 child) | One child had counselling during the year. He has made significant progress in all areas. His parents noticed a marked change in his ability to form and maintain appropriate peer relationships, and teachers recognised improved control over his need to be heard, first or best in the classroom. |

| YEAR GROUP | INTERVENTION | ANNUAL COST | IMPACT |
|------------|---|-----------------------|---|
| Nursery | Literacy Support: Speech and Language Programme | £262 (2 children) | 2 children worked with a TA weekly on their speech and language programme. One child progressed from 'secure yellow' to 'early green' and one, from 'early blue' to 'secure green'. The former made significant progress, considering he raised concerns of an ASC nature, and was under Seaside View Child Development Centre accordingly. |
| | Literacy Support: Derbyshire Language Programme/Language Steps | £488 (3 children) | All but one child progressed to 'green' level. The one remaining child, who moved from 'secure pink' to 'early blue', was the youngest child in the class who will spend another year in the Nursery. He was discharged by SALT, but St Peter's made a re referral in Oct 2012. 3 children are now deemed 'secure green'. |
| | SENCO liaison | £146 (3 children) | A CAF was carried out for one child, along with liaison with parents and support agencies (PRESENS and Seaside View). This was frequent and time consuming, but this, along with offering a full time place for the child, resulted in significant progress being made. DP - early yellow, confidence - secure pink, relationships - secure yellow, communication (particular concern) - secure yellow. 1 child had severe expressive language difficulties, and on behaviour concerns warranting regular communication with parents. |
| | EMAS | £1260.50 (1 child) | One child was supported by a bi lingual assistant. This support had to stop in the Spring term for reasons personal to the assistant, who was not replaced. The child was distressed by being left at school for the first half term, and few weeks following half term, but made good progress with her communication skills as the year progressed. Levels: DA - secure yellow. Conf and self esteem - early Yellow, Relationships - secure pink, language for communication. - secure pink. Transition to Primary school was supported by sharing of information regarding early difficulties. |

Intervention programmes start at different points in the term/year and last for different durations.

In light of the impact and progress shown from last year's interventions and changing pupil needs, some interventions will be continued, some will be altered and some replaced.

Updated 20/11/12 11.51am CL/GC