

ST. PETER'S COMMUNITY PRIMARY SCHOOL
PUPIL PREMIUM REPORT 2012/2013

The Pupil Premium at St Peter's Community Primary 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 welcomes the opportunity 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 2012/2013	2012/2013: £13,083 Summer 2012: £4,200 Autumn 2012: £4,200 Spring 2013: £4,200 + £483
Number of Pupil Premium pupils supported in 2012/2013	Nursery: 4 Reception: 7 Year 1: 4 Year 2: 9

YEAR GROUP	INTERVENTION	ANNUAL COST	IMPACT
Year Two	Literacy Support	£3800 (3 PP children)	These children were assessed, in the summer term 2012, as the most appropriate to receive 1:1 literacy support for 30 mins weekly, with a specialist teacher. One child who is being investigated for Dyslexia, gained level 2C in both Reading and Writing. Another, 2B in both areas; he was discharged in April 2013 because his levels of attainment no longer raised concern. A 3 rd boy took his place in April; he too gained level 2C in Reading and Writing, an improvement by 3 levels during the year. All three boys gained in confidence significantly, had improved focus and were motivated to attempt new tasks, which had not previously been evident.
	Literacy Support: Ratties' Readers	£4200 (4 PP children)	4 children had 3x20 mins 1:1 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 improved reading attainment by 5 levels, gaining level 2a. Three children improved by 3 levels. Where Dyslexia for one child is being investigated, and general tiredness and poor motivation are evident, fun challenges were set to carry out at home. Mother is engaging well with the LSS teacher's ideas to support the child at home.
	Daily Reading	£16 (2 PP children)	This daily 4 week programme was undertaken with the TA who was able to shadow a Reading Recovery teacher to learn format. One child gained 2B, and one 2C, an increase of 3 levels over the year. Neither child has been given opportunities to read at home.

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Year Two	Literacy Support: Bare Necessities	£140 (2 PP children)	2 children worked with the VAK (visual, audial and kinaesthetic) focused phonics programme supporting reading and spelling, 1:1 daily, for 10 minutes. Both children improved by 3 levels in reading, gaining 2C. Both children gained 2C, improving by 3 levels in writing also. C-v-c word spelling attempts particularly improved, as identified during scrutiny of writing books.
	Narrative Programme	£133.34 (2 PP children)	This 10 week Autumn/Spring term intervention supports children's writing, sequencing events, helping them to plan writing ideas, improve vocabulary and use conventions of writing more successfully. One child gained 2C, one 2B, making 4 levels progress over the year, a very pleasing outcome as he had struggled considerably since Reception.
	Bulldogs b/d group	£525 (3 PP children)	This intervention was aimed at helping children differentiate, and use 'b' and 'd' correctly when reading and writing. On scrutiny of books, one child is accurate 80% of the time, one 60%. Both children are accurate approx. 80% of the time when reading. Both children could recall, and were observed, using the kinaesthetic and visual strategies learned in the group.
	Handwriting	£175 (2 PP children)	Two children had adult support in handwriting daily lessons. One child continues to reverse or invert letters and numerals (now identified with Dyslexic tendencies); both children made 3 levels progress in Writing.
	Maths	£52	2 children received daily Maths support for 2 terms. This relied upon use of

		(2 PP children)	practical resources, such as Numicon, to make learning Maths concepts both relevant and as concrete as possible. One child progressed by 2 levels, one level below expected. The other child reached his predicted level of 2C.
	Social Use of Language Programme	£130 (2 PP children)	2 Pupil Premium children joined 2 other children weekly, in order to practise skills to improve social integration and build more positive relationships. CAF has been implemented for one child's family. Both boys have been involved in less conflict and are now able to talk through their difficulties more effectively.
	Counselling	£2,000 (1 PP child)	1 child (and their mother also) was supported by the counsellor. Some sessions were conducted with the pupil alone, others with the parent and child together. This intervention, and the flexible way it was carried out clearly had benefits which are not numerically measurable, but his peer relationships were more positive towards the end of the year, following the sessions.
	IEP target support	£184.60 (6 PP children)	100% improved by 3 levels in Reading and Writing, 33% children improved by more than 3 levels in Reading, 17% in Writing. 50% improved by 3 levels in Maths.

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Year One	Literacy Support: ELS	£523 (3 PP children)	Following scrutiny of Summer term 2012 assessment data, 6 children were identified as being the most appropriate to receive a 16 week daily boost for their literacy skills. The programme was to be taught in its full format for the first time, as outcomes were disappointing last year. 100% progressed by at least 4 levels in Reading and Writing. 44% by 5 levels or above in Writing.
	Literacy Support: Bare Necessities	£210 (3 PP children)	3 children worked with the VAK (visual, audial and kinaesthetic) focused phonics programme supporting reading and spelling, 1:1 daily, for 10 minutes. 100% improved by at least 4 levels in Reading and Writing, 44% children by 5 levels in Writing.
	Maths	£78 (3 PP children)	3 children received weekly Maths support. This was practically based using resources, such as Numicon, to make learning Maths concepts both relevant and as concrete as possible. The class teacher is attending training to become a specialist Maths teacher and this has impacted on her children's progress this year. All 3 children raised levels from FSP5/6 to 1B this year.
	Nurture Group: SEAL	£50 (3 PP children)	3 children worked in a group with a TA to build self esteem and confidence. Medical and/or and significant emotional concerns have formed barriers to these children's learning. They have all built mutually supportive relationships and are now able to speak more confidently in the group/class. One child made 4 levels progress in Reading and 5 levels progress in writing this year.
	IEP 1:1 support	£123.10 (4 children)	100% children improved by at least 4 levels in Reading and Writing. 100% children improved by at least 3 levels in Maths, 75% by 4 or more levels.
	Narrative Programme	£66.66 (1 PP child)	This child made 5 levels progress in writing this year. Confidence has improved since receiving 1:1 and small group support, as there was previously a reluctance to speak in the larger group.

	Counselling	£2,000 (1 PP child)	This child has coped with a significantly concerning emotional issues during the year . They have been more confident in speaking in the group , more open to learning, and improved by 4 and 5 levels in Reading and Writing respectively.
	1 : 1 keyworker support	£260 (1 PP child)	This child been identified with Attachment style difficulties. They have however made exceptional progress academically this year and has significantly matured socially and emotionally.

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Reception	1:1 keyworker support	£7,827 (1 PP child)	A key worker/mentor was employed full time to support emotional needs. The child responded gradually, increasingly positively. Parent consultations were frequent, a CAF/TAF was undertaken and fewer incidents of conflict /opposition were dealt with by the class teacher. The child gradually began to become open to learning and in the Summer term, working as upper emergent in Maths, Emergent in PHSE, Reading and Writing. They were making more positive relationships with peers and responding well to adults.
	Literacy Support: Extra Letters & Sounds	£175 (5 PP children)	5 children worked with the Nursery Nurse at least twice weekly to support learning of phonemes. 2 children progressed from lower to upper emerging in both Reading and Writing, one to upper emerging in Reading ; two children experienced significant emotional challenges which we believe impacted on their minimal progress.
	Literacy Support: Speech and Language Programme	£110 (2 PP children)	2 children have immature language. Their SALT programmes was carried out by 1:1 weekly. Their communication skills and use of vocabulary have improved but still fall within the low 'emerging' category.
	Social Skills: SULP (Social Use of Language)	£130 (2 PP children)	2 children were given opportunities to improve their social skill such as good looking, listening, turn taking etc using the Wendy Renaldi stories of characters with poor skills. One child experienced significant emotional challenges which we believe impacted on his minimal progress in building relationships, the other made good progress, reaching 'expected' levels for listening, speaking and relationships.
	IEP 1:1 support	£92.30 (3 PP children)	1 child is now at expected levels for Speaking, Listening, Relationships, Reading, Writing; emergent for Maths. The 2 remaining children continue to work within emergent levels.
	Talking Together (S & L) (TA weekly)	£100 (1 PP child)	This child was one of 3 with concerns for speaking in the larger group, also identified with 'gaps' in their language development in terms of vocabulary, use of tenses, pronouns and so on. Following the intervention they were able to attempt to sequence and retell stories.
	CAF	£400 (1 PP child)	See above, 1:1 keyworker support

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Nursery	EBD	£400 (1PP child)	PRESENS advised strategies to support this child with attention and listening difficulties which were carried out 1:1 and in small groups by the class teacher and Nursery Nurse. This child is now making expected progress.

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Whole School	Funding for after school clubs, uniform, outings, events etc.	£1063	Children were able to attend clubs, take part in events and have their uniform costs covered. This was offered to Pupil Premium children who did not require specific support or interventions. The impact we saw with these children was particularly evident with after school clubs as children's confidence and ability (in clubs such as football club and musical theatre) improved, as did social skills.

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 13/10/13 CL/GC