

ST PETER'S COMMUNITY PRIMARY SCHOOL PUPIL PREMIUM REPORT 2014/2015



Rationale Statement

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.

The pupil premium funding is allocated to children in low income families who are in receipt of or have been eligible in the past six years for free school meals. We recognise that this 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 and that guidance states that schools are free to spend the Pupil Premium allocation as they see fit in order to fit the needs of individual children in particular target groups.

School Allocation of pupil premium for St Peters for academic year 2014 - 2015
(Covers Pupil Premium allocation for financial year 14-15 Autumn 14 and Spring 15 terms only and Pupil Premium allocation for financial year 15-16 Summer term 15 only.)

Allocation for Autumn 14, Spring and summer term 15

£ 30,190 + £15 400= £45,590 - 43 children

Type of intervention	Number of pupils accessing intervention	Cost
IEP target Support <i>1:1 weekly</i>	12	£580.05
<p>Impact: <i>In the Autumn term 66% achieved 2 or more of their personal targets. In the Spring term 89% achieved 2 or more of their personal targets. In the Summer Term 100% achieved at least 2 of their personal targets.</i></p>		
Literacy Support Service <i>1:1 Specialist Teacher</i>	8	£4130.75
<p>Impact: 60% children improved by at least 2 sublevels in Reading. 100% improved by at least 1 sub level in Writing. 60 % improved by at least 2 sublevels. 40% have improved by 3 levels in reading and 40% in writing.</p>		

<p>Early Literacy Strategy (PIP group)</p> <p><i>Small group 1:6 3 x weekly 16 minute sessions</i></p>	<p>1</p>	<p>£171.80</p>
<p>Impact: This intervention helped with this child's letter formation.</p> <p>This child made no progress in reading and writing. Further support needs to be offered. The LSS teacher will be informed and be asked to make some observations/ assessments. This child will benefit from 1-1 support, rather than in a group. However this does not reflect the progress made for the other children in this intervention.</p>		

<p>Ratty's Readers/ extra 1:1 reading</p> <p><i>1:1 2 x weekly for fluency, expression and comprehension.</i></p>	<p>8</p>	<p>£3240.38</p>
<p>Impact: 75% improved by 2 or more sublevels in reading. 25% improved by 3 sublevels. The opportunity to practice comprehension skills impacted on their confidence to share their ideas and start their Literacy tasks with increasing independence. Fluency and expression has improved.</p>		

<p>Letters and Sounds (Phonemes booster)</p>	<p>3</p>	<p>£399.71</p>
<p>Impact: 67% improved by at least 1 sub level in Reading. 33% made 2 sub levels progress in reading. 100% made at east 1 sublevel progress in writing. 67% made at least 2 sublevels progress and 33% made 3 sublevels progress in writing. One child will be supported by the LSS teacher with opportunities to do follow up work with the SEN support assistant and one child will be referred to the LSS teacher and to the Educational Psychologist for further assessment.</p>		

<p>Sequencing writing support- Literacy Booster</p> <p><i>Small group weekly</i></p>	<p>1</p>	<p>£520.97</p>
<p>Impact: 100% improved by 2 sublevels in both reading and writing. 100% have increased confidence when writing and now able to attempt writing independently.</p>		

<p>Drama Therapy</p> <p>Expressive and expressive language skills 1:1 weekly 1 term</p>	<p>6</p>	<p>£5,970</p> <p>FBB - Funded by grant (not PP)</p>
<p>Impact: <i>This intervention was not as effective as it should have been. We were told it was for children with challenging behaviour, however having these children together as a group was not successful, therefore next time we will choose children with low self-esteem and low confidence.</i></p> <p><i>The second group has been more successful. After 9 sessions there has been progress in the children's confidence and the way they cooperate with each other in the group. This intervention continues until October.</i></p>		
<p>Handwriting Support</p> <p>(daily 1:1)</p>	<p>5</p>	<p>£444.40</p>
<p>Impact: <i>Improvements are evident for all these children. Joining, size and orientation of handwriting are all improved. Presentation of work has also improved. One child did not always attend the session as they were regularly late, therefore the intervention changed to the end of the day.</i></p>		
<p>Bare Necessities</p> <p>1:1 2x weekly Phoneme, Word and Sentence work</p>	<p>3</p>	<p>£381.75</p>
<p>Impact: <i>This intervention has proved to be particularly effective in the past, as it takes the form of multisensory learning in that children 'see it, say it, hear it and do (trace word with finger)it', it is short, punchy and frequent, and children can measure their progress through collecting banks of words they know and gaining certificates at each stage.</i></p> <p><i>67% children made 3 sub level progress in Reading. 100% made at least 1 sublevel progress in Writing and 33% made 3 sublevels progress in Writing.</i></p>		
<p>Social Use of Language</p> <p>Small group weekly attention, listening and social skills</p>	<p>7</p>	<p>£67.50</p>
<p>Impact: <i>These children joined the group to support their social skills, particularly their ability in listening to others, improving focus, avoiding distraction following and being good role models for learning. 100% of children demonstrated an improvement in attitude and concentration when in a whole class situation. However, it is questionable as to whether this intervention needs to run in KS2, or even Year 2. We are looking into a new 'Social' programme for Year 2 and above.</i></p>		

<p>Maths Booster</p> <p><i>Small group weekly with specially trained teaching assistant.</i></p>	<p>6</p>	<p>£1008</p>
<p>Impact: 100% made at least 2 sublevel progress in Maths. 50% made 3 sublevels progress in Maths. 100% of pupils were reported by class teachers to have a more positive attitude to Maths following the intervention.</p>		
<p>Counselling Service</p> <p><i>1:1 sessions looking at social, emotional and behavioural issues</i></p>	<p>2</p>	<p>£7600.45</p>
<p>Impact: Pupils receiving counselling are able to access school and learning more successfully. They are able to talk about their feelings and are more in touch with their feelings. One child is now able to self-regulate and calm down much quicker. Both children have improved self-esteem and emotional well-being.</p>		
<p>EH Assessments/Reviews etc</p>	<p>3</p>	<p>£334.75</p>
<p>Impact: Families are engaging with the school and support services in a constructive way. They speak positively about the benefits.</p>		
<p>Mentor/Key worker</p>	<p>2</p>	<p>£19,433.52</p>
<p>Impact:</p> <p>Child 1: This child has been kept 'safe' in school, but the complex issues are not fully resolved. This child has made 3 sublevels progress in Reading, 1 in Writing and 4 in Maths over the academic year. This child is now able to be in class and access the learning with his peers. There are minimal disruptions; therefore the whole class is able to learn. Learning tasks are now completed. He now has a good attitude to learning and is happy in class. 1-1 support is ongoing.</p> <p>Child 2: This child has been kept 'safe' in school, however this child struggled to access the curriculum even with adult support, due to the nature of his needs. This child is in the process of receiving an EHCP (should be complete August 2015) and will be on a preventative placement at the Brighton and Hove Pupil Referral Unit from September.</p>		
<p>Outing and Uniform Supplements</p> <p>Club Subscriptions</p>	<p>29</p>	<p>£6832.66</p>

Impact: Pupils are able to access all aspects of school life and have new experiences.

Memory Magic

2

£695.57

Impact: 100% of the children increased their memory span. 50% of the children increased their working memory.

Word Wizards

4

£2083.90

Impact: 75% of the children made at least 1 sublevel progress in Reading. 100% made 2 or more sublevels progress in writing. 50% improved by 2 levels in Writing. 75% made at least 3 sublevels progress in Writing and 25% made 4 sub levels progress in Writing.

Nurture

2

£167.39

Impact: 100% of the children made at least 1 sublevel progress in Reading, Writing and Maths. 50% made 2 sublevels progress in Reading. 100% made at least 2 sublevels progress in Writing and Maths. 50% made 3 sublevels progress in Writing. Teachers have reported that these children seem happier in class and have grown in confidence.

Purchase of Materials- IPADS

£1475

Impact: We are currently waiting for the IPads to be set up.

TOTAL SPEND:

£ 49,568.55

**£45,590.00 Pupil Premium
income allocation**

Priorities for 2015-2016

- Continued interventions in Maths and Literacy
- Introduce 'School Start' in Reception with training from Catherine Bone (SLSS)
- TA training for interventions, such as 'Success @ Arithmetic'
- Early Help support for vulnerable families

