

ST PETER'S COMMUNITY PRIMARY SCHOOL

PUPIL PREMIUM REPORT 2015/2016



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.

At St Peter's, we will use the Pupil Premium to support our students with a specific focus on tackling the range of barriers, including:

Attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, access to extra-curricular activities and visits and experiences, uniform and development of literacy and numeracy skills. We will ensure all children have equal opportunities with a constant awareness that every child is important.

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 2015 - 2016

(Pupil Premium allocation for Autumn 15, Spring 16 (15/16 financial year) and Summer 16 (16/17 financial year).

£ 54,914 - 54 children

Contextual Information: This data is taken from our January 2016 Census.

Total number of pupils on roll	227
Total number of pupils eligible for Pupil Premium:	54
Free School meals:	36
Number of children who are Pupil Premium and SEND	21
Number of children who are Pupil Premium and EAL	4
Number of children who are Pupil Premium BME	12

Type of intervention	Cost
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<p>Literacy Support Service</p> <p><i>1:1 Specialist Teacher once a week with 2 sessions a week followed up by an SEN Teaching Assistant.</i></p>	<p>£1406.40</p>
<p>Impact: 1 child received this for 1 term and 1 child received this for 1 academic year. The child who received this intervention for 1 term made 1 step progress in Reading and 2 steps progress in Writing. The child who received this intervention for 3 terms made 8 steps progress in Reading and 7 steps progress in Writing.</p>	
<p>Early Literacy Strategy (PIP group)</p> <p><i>Small group 1:6 4 x 20 minutes weekly x 16 weeks</i></p>	<p>£194.13</p>
<p>Impact: This intervention helped with this child's letter formation.</p> <p>This child made 3 steps progress in both reading and writing. This child passed the phonics screening and is working at ARE at the end of the academic year in both reading and writing.</p>	
<p>Ratty's Readers/ extra 1:1 reading</p> <p><i>1:1 4 x 20 minutes x 12 weeks to improve fluency, expression and comprehension.</i></p>	<p>£2766.40</p>
<p>Impact:</p> <p>1 child received the 'Ratty's Readers' intervention for 1 term and 1 child received this intervention for 2 terms.</p> <p>The child who received this intervention for 1 term made 2 steps progress and made Age Related Expectation at the end of the academic year. The child who received this intervention for 2 terms made 5 steps progress. The children's comprehension skills have improved. Fluency and expression have improved.</p> <p>32 children also received extra reading 4x10 minutes a week to ensure they were having access to quality texts and being read to in the Early Years, as well as the older children regularly having the opportunity to read to an adult. This has increased the children's confidence in reading and has promoted the love of books. The children's comprehension and fluency has also increased.</p>	
<p>Letters and Sounds (Phonics booster)</p>	<p>£1092.00</p>

Impact: 8 children received this in-class intervention for 1 term and 4 children received it for 3 terms. The children who received the intervention for 3 terms made on average 4 steps progress in Reading and 4.5 steps progress in Writing. The children who received this intervention for 1 term made on average 2 steps progress in Reading over 1 term and on average 2 steps progress in Writing over 1 term.

**Sequencing writing support-
Literacy Booster**

*Small group weekly 1x30
minutes x 12 weeks*

£54.60

Impact: *This child made 0 steps progress. The intervention was not delivered frequently enough to have made an impact. This intervention did not carry on.*

Reading comprehension

1x20 minutes x 12 weeks

£100.10

Impact: *On average the children made 2 steps progress after this intervention. They were able to understand a text better and answer questions about the text.*

Handwriting Support

*1:1 once a week, followed by
daily independent handwriting
packs*

£594.04

Impact: *Improvements are evident for all these children. Joining, size and orientation of handwriting have all improved. Handwriting is neater and presentation of work has also improved. This has made an impact due to the children practising handwriting daily.*

Bare Necessities

*1:1 2x 10 minutes weekly x 12
weeks*

*Phoneme, Word and Sentence
work*

£109.20

Impact: *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.*

This child made 7 steps progress in Reading.

<p>Spelling Booster</p> <p><i>2x15 minutes x 12 weeks</i></p>	<p>£491.40</p>
<p>Impact: This intervention's aim is to develop confidence in sentence structure and phonics 1 child received this intervention for 1 term and 4 children received this intervention over 2 terms.</p> <p><i>On average the children made 2 steps progress after this intervention.</i></p>	

<p>Maths Booster</p> <p><i>Small group weekly with specially trained teaching assistant.</i></p>	<p>£163.80</p>
<p>Impact: <i>The children who received an in-class Maths intervention made 3 steps progress on average.</i></p>	

<p>1st Class at Number</p>	<p>£655.20</p>
<p>Impact: <i>The average month's progress of the Pupil Premium children who received this intervention is 10 months progress. This ranged between 5 and 23 months progress. On average the children made 5.8 steps progress in Maths over the academic year.</i></p>	

<p>Success @ Arithmetic: Number Sense</p>	<p>£327.60</p>
<p>Impact: <i>2 children were finding it difficult to retain information and were struggling with the intervention. They completed the addition and subtraction sections but it was decided that they would not continue onto multiplication and division.</i></p> <p><i>2 children made on average 8 months progress and they made on average 7.5 steps progress over the academic year in Maths.</i></p>	

<p>Success @ Arithmetic: Calculation</p>	<p>£655.20</p>
<p>Impact: <i>The average month's progress of the Pupil Premium children who received this intervention is 8 months progress. On average the children made 6.3 steps progress in Maths over the academic year. The children's confidence and enjoyment of Maths has noticeably increased. 1 child has shown a huge</i></p>	

improvement with concentration and focus in class.

Lego Therapy

£163.80

Impact: *The children's language has improved. Their vocabulary has been extended by being able to use appropriate adjectives. All of their confidence has improved. One child in particular has improved social skills by being able to share, take turns and developing positive relationships with peers by sharing an interest.*

School Start Super Listeners

£81.90

Impact: *The children's attention improved. They were able to concentrate better in class. Developed an awareness of sounds which helped them with their learning of phonics. One child's attitude to learning improved and is noticeable in the class. Her self-esteem grew in the group as it was an opportunity for direct praise.*

On average the children made 4 'points' progress on the School Start assessment.

School Start Talk Time

£81.90

Impact: *The children's vocabulary improved which helped with social interactions with their peers. They practised their volume of voice, listening to their friends and turn taking in conversation.*

On average the children made 5 'points' progress on the School Start assessment.

Counselling Service

1:1 hourly sessions looking at social, emotional and behavioural issues

£3473.28

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. All children have improved self-esteem and emotional well-being.*

Early Help Assessments/TAFs/
Social Work involvement

£1344.00

Impact: *Families are engaging with the school and support services in a constructive way. Great relationships with families are formed and parents are well informed about any concerns and provision in-place. Targets are set together. They speak positively about the benefits.*

INA/Key worker	£34,501.00
<p>Impact:</p> <p><i>Children with INAs and keyworkers are kept safe in school. They are supported in managing and understanding their feelings, and finding ways to self-regulate. INAs provide the emotional support the child needs in order for the child to access the curriculum and make progress. They also deliver personalised programmes and interventions in certain areas of the curriculum where they require extra support.</i></p>	

Nursery Lunch Support	£1771.00
<p>Impact: <i>Nursery children experience a calmer, happier lunch time and are less behavioural incidents. Children are encouraged to eat and get the attention they need. Children also get to access the outside area at lunch time after they have eaten.</i></p>	

Outing and Uniform Supplements	£6914.96
Club Subscriptions	
<p>Impact: <i>Pupils are able to access all aspects of school life and have new experiences and equal access to school opportunities.</i></p>	

Grammar, Punctuation & Spelling	£72.80
<p>Impact: <i>The children are more confident using nouns, verbs, adjectives, adverbs and conjunctions.</i></p>	

Academically More Able Maths Club	£0.00
<p>Impact: <i>The child practised the skill of problem solving and applying his knowledge to new areas. The child improved his problem solving skills.</i></p>	

Nurture	£109.20
<p>Impact: <i>Pupils enjoy going to the group and have grown in confidence. One children now knows what is expected of him with regards to his behaviour and is beginning to make the right choices in terms of his</i></p>	

behaviour. One child has extended her friendship groups. All children have benefited from the extra attention in a smaller group to share any worries in a safe, nurturing environment.

Emotional Support	£9463.99
<p>Impact: A strength of the school is the caring, nurturing environment. All staff regularly 'check in' on pupil premium children. All staff are aware of children's backgrounds and needs and are sensitive to the fact they might need time to talk. Children have certain adults who they know they can go to at any time, this includes office staff and midday supervisors.</p>	
TOTAL SPEND:	<p>£ 66,587.63</p> <p>£54,914 Pupil Premium income allocation</p>

Phonics Screening Year 1

	Number of pupils	Average score	Working towards	Passed
Year 1 PP	6	33.5	1 (16.7%)	5 (83.3%)
Year 1 non PP	23	36.8	1 (4.3%)	22 (95.7%)

Phonics Screening Year 2 Retake

	Number of pupils	Average score	Working towards	Passed
Year 2 PP	2	36	0	2 (100%)
Year 2 non PP	3	39	0	3 (100%)

Attendance Data

Year Group	PP %	Non PP %
1	96.1	97.1
2	95.1	96.9
3	95.3	97.7
4	95	97
5	96.1	96.6
All	95.5	97

Priorities for 2016-2017

- Continued interventions in Maths and Literacy with TAs taking increased ownership of interventions.
- Introduce 'Talk Boost' in Year 1 with training from the Language Support Service.
- TA training for '1st Class @ Number 2'.
- Nurture Group training for 2 TAs to reduce the exclusion data and to support children with social, emotional and mental health difficulties.
- Target Year 6 Pupil Premium children in Year 6 for Reading and Writing.
- Increasing the staff: pupil ratio in the Nursery.

**TOTAL PUPIL PREMIUM INCOME PREDICTED FOR ACADEMIC YEAR
2016/2017: £70,850**