

St Peter's Primary School

Pupil Premium Statement 2014-15

What is it?

The school receives Pupil Premium funding which is additional to the main school budget. The Pupil Premium funding (currently £1300 per child, per year) is allocated to pupils who:

- Are currently eligible for free school meals
- Have been eligible in the last six years (known as 'ever 6')

What is it used for?

Pupil Premium funding is intended to address the underlying inequalities between children by ensuring that funding to tackle disadvantage reaches the pupils who need it most. As a school we have an improving track record but there are still some serious gaps that we need to close both in terms of attainment and progress. Pupil Premium funding is used to support pupils learning in class; support pupils who may have barriers to learning, such as emotional and behavioural needs as well as providing support for families experiencing difficulties. As a school we understand that not all socially disadvantaged pupils will be eligible for free school meals and we reserve the right to allocate pupil premium funding to those children we identify as socially disadvantaged.

How is the impact monitored?

Assessment procedures at St Peter's are robust (although we do need to still improve these) and we monitor and evaluate the progress of all children. Impact of Pupil Premium is monitored through pupil progress (worked out as Average Point Score gains – APS) and attainment of pupils against age related expectations as well as through changes in behaviour, well-being and attitude.

How well do pupils entitled to Pupil Premium do at St Peter's

The following tables show the level the children are achieving (attainment) as well as the progress they are making. The scores are shown as Average Point Score which is a way of showing how all pupils are doing when we add all their scores together to find an average.

Summary of 2014-15 Attainment and Progress Data

Year 1 Phonics check

Pupil Premium children achieved an 76% pass rate which was very close to their peers (above the national average for all children)

Year 1

Attainment

	Reading	Writing	Maths	All
Pupil Premium	11.8	11.3	11.4	11.5
Non	11.8	11.6	11.8	11.7
Difference	0	-0.3	-0.4	-0.2

Progress

	Reading	Writing	Maths	All
Pupil Premium	7.4	6.9	7.2	7.2
Non	7.0	6.9	7.2	7.0
Difference	0.4	0	0	0.2

Year 1 are a very good model for us to use as a school. Pupil Premium children attain and progress at the same rate as non-pupil premium children.

Key Stage 1 Assessments

Attainment

	Reading	Writing	Maths	All
Pupil Premium	14.8	13.7	14.7	14.4
Non	16.8	15.9	16.9	16.5
Difference	-2.0	-2.2	-2.2	-2.1

Progress

	Reading	Writing	Maths	All
Pupil Premium	4.6	3.8	4.5	4.3
Non	5.3	4.6	4.9	4.9
Difference	-0.7	-0.8	-0.4	-0.6

There are big gaps in attainment and this will be robustly followed up in September 2015. The gaps in progress are too big especially in reading and writing.

Year 3

Attainment

	Reading	Writing	Maths	All
Pupil Premium	18.6	17.6	18.9	18.5
Non	19.8	18.6	19.4	19.4
Difference	-1.2	-1.0	-0.5	-0.9

Progress

	Reading	Writing	Maths	All
Pupil Premium	4.1	3.2	3.6	3.6
Non	3.8	3.7	3.6	3.7
Difference	0.3	-0.5	0	-0.1

The attainment of FSM pupils is still lower than the average for the cohort although they made good progress particularly in reading and mathematics.

Year 4

Attainment

	Reading	Writing	Maths	All
Pupil Premium	20.9	18.8	20.4	20.0
Non	23.2	21.5	23.1	22.6
Difference	-2.3	-2.7	-2.7	-2.6

Progress

	Reading	Writing	Maths	All
Pupil Premium	3.5	3.1	3.6	3.4
Non	3.7	3.9	3.9	3.8
Difference	-0.2	-0.8	-0.3	-0.4

FSM pupils will continue to have focussed support in Year 5 to catch up as their performance is considerably behind that of their peers.

Year 5

Attainment

	Reading	Writing	Maths	All
Pupil Premium	26.7	24.2	25.1	25.3
Non	25.9	23.8	25.9	25.2
Difference	0.8	0.4	-0.8	0.1

Progress

	Reading	Writing	Maths	All
Pupil Premium	5.0	4.1	3.7	4.3
Non	4.2	3.9	5.2	4.4
Difference	0.8	0.2	-1.5	-0.1

FSM pupils are achieving well and outperforming non-FSM pupils in reading and writing.

Year 6

Attainment

	Reading	Writing	Maths	All
Pupil Premium				30.2
Non				28.9
Difference				1.3

Progress

	Reading	Writing	Maths	All
Pupil Premium	5.6	5.6	5.0	5.4
Non	5.4	5.4	4.7	5.1
Difference	0.2	0.2	0.3	0.3

FSM pupils achieved as well as all pupils in English and did considerably better in mathematics.

All FSM pupils make expected progress in reading and mathematics. Whilst 60% of FSM pupils made better than expected progress in mathematics and 20% did so in reading, none made 3 levels of progress in writing.

In three out of six year groups we need to see much improved progress for Pupil Premium children and as a result have asked our School Improvement consultant to conduct a Pupil Premium Audit in October. This will help us really focus on what is and what isn't working. This will support us in planning for greater progress in all year groups for Pupil Premium pupils and especially in year's 3, 4 and 5 (September 2015).

This year money was spent on the following interventions:

Intervention	Description	Cost
Counselling	1:1 Counselling to support pupils' well-being and attitude to learning. This is equivalent of one day per week with a fully trained counsellor involving 8-9 children each week. For some it is over a few weeks and others just 1-2 sessions	£5952
ELSA room	1:1 and small group support for pupils to develop a positive attitude to learning. This includes play therapy, draw and talk which will improve social and emotional well-being. Led by a trained TA	£7075.40
Parent/community worker dedicated time	Parent/community worker dedicated time	£18,740.11
SENCO dedicated time	Supporting a range of pupils' needs across the school. An extra ½ day of SENCO has been provided to focus specifically on those children who are both SEN/FSM as this is where the biggest gap is. Support includes training of TA's and specific support with parents/children/outside agencies	£4028.25
School resources to ensure all disadvantaged pupils can attend the YRs 2,3,4 & 6 School Journeys	Supporting eligible pupils so they can attend school journey. Focus on developing work ethic, team building and self-discipline.	£3700
Music lessons	Instrument tuition to develop musical skills which are transferable to other subjects such as concentration, self-discipline and determination.	£1006.34
Office time and EWO support	School has bought in extra sessions of EWO support for those parents/children having difficulties, filling in of CAF forms, meeting those whose attendance is poor	£3580

Early morning mathematics	Supporting children in their mathematical development. Identified children in all KS2 year groups who are under-achieving	£1433.64
Staff training – behaviour/ phonics	Six teachers and four TA's to attend two day RWI training	£1800
	Two TA's to attend RWI phonics training for Years 5 and 6	£500
	Two teachers attended training for testing for Dyslexia and cost of test	£700
	ELSA training for one TA and resourcing of the room	£2500
Talking Partners	Provision of Speech and Language support for eligible pupils to enable them to access all curriculum areas successfully.	£7168.20
Day trips/visits	Enabling children to attend visits all trips and visits that they are entitled to	£810
Breakfast club and after school club	Discounted and free places for children where families need support both financially and emotionally	£2615
TA support for Maths / Reading / Writing and phonics	Small group and 1-1 support focussing on specific requirements for identified children across the school. This is planned by year groups following analysis of data and non-negotiables This work includes post lesson learning (preparation for next session)	£41,441.06

Total budget for Pupil Premium was £103,000

Total Spend on Pupil Premium was £103,050.00

55% focus on academic support

22% focus on social, emotional and behaviour

15% focus on families/community

8% focus on enrichment and widening opportunity

Further detailed analysis of the effectiveness of each intervention has been carried out by the school and will be used to inform our practice for the coming year. There has also been a Pupil Premium Review carried out by an independent consultant.

One aspect that has been reduced completely is the family worker (who has left) and was not considered to be value for money although did support one or two children and parents during very challenging times. The introduction of a counsellor has already had far greater impact on the children involved especially in terms of attitudes to learning.

The best value for money was the spending on Read Write Inc training and the TA time each morning running this programme. Our phonics results show that there was no gap for those children following this programme. It is also starting to impact on our reading and writing in KS1. This will be continued in 2015-16 along with training for lower Key Stage 2 staff.

Writing is our key priority for September and our money will need to be focused on this area. Following the review, one of the recommendations was to look closely at the enrichment opportunities and how these can be enhanced. This will be considered carefully for 2015-16.