

Pupil Premium Report September 2015

Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The range of provision the Headteacher and Governors may consider include:

- Providing small group work with an experienced Teacher or TA focussing on overcoming gaps in learning.
- 1:1 support
- All our work through pupil premium will be aimed at accelerating progress moving children to at least age related expectations, initially this will be in literacy and numeracy.
- Providing parents with access to professionals and outside agencies.
- Pupil Premium resources may also be used to target able children on FSM to achieve level 3 at the end of KS1 and Level 5 at the end of KS2.
- The Headteacher and Governors will publish information about how the school has used the Pupil Premium Grant to address the issue of narrowing the gap for vulnerable children including FSM.

Overview

In September 2015, North Duffield Primary has 11 children on Pupil Premium. All of these children are eligible for free school meals. At present there are no LAC or 'Ever 4' children.

Following discussion with the staff it was felt that focus upon pastoral care would be of academic value to our PP children, as well as benefitting others too. We have therefore introduced a pastoral care officer who will work in classrooms across the school to a) identify learning behaviours that restrict academic progress, and b) work out strategies with the children to address the identified learning behaviours. Research shows many children who are disadvantaged who succeeded in Primary School fail at High School because of poor learning behaviours (Sutton Trust).

What will it look like?

We will change the current role of the HSLW/HLTA to that of Pastoral Support Officer. She will be funded five mornings per week from 9:30am to 12pm. Her timetable will be:

9:30 – assembly class 3 or 4 x 3 sessions per week

11 – 12 class 3 or 4 x3 sessions per week

Plus one morning per week visiting PP pupils learning in class 5 and 6.

Every other Wednesday the pastoral support officer will have admin time from 9:30am – 12pm to enable her to complete assessments, set new targets and discuss any observations with the children she is working with, or carry out any necessary small group work. The pastoral support officer will liaise closely with the SENCo.

How will it work?

The pastoral care officer will initially observe the PP children in normal literacy or numeracy sessions with particular focus on learning behaviours. After the initial observations she will discuss these with SENCo and form targets. The SENCo and pastoral support officer will use Chris Quigley's 'Secrets of Success' in the first instance, and use GAL Education Rainbow Continuum of Learning Behaviour to support target setting for learning behaviours.

The aim is that if the children learn about learning behaviours and success with the pastoral care officer, in the presence of their teachers, then these will be applied across the rest of their learning too; impacting on their academic achievement and positive learning skills, as well as providing CPD for teachers and other TA's on tackling learning behaviours.

Timetable

Please See Appendix 1

Pupil Premium 2015-16

Funding

Number of pupils and pupil premium grant (PPG) received 2015/16

Total number of pupils on roll	164
Total Amount of PPG received	£16,631

Performance of disadvantaged pupils (End of KS2)

(pupils eligible for free school meals or in local authority care for at least six months)

	2014 (1 child)	2015 1 (child)
% of pupils making expected progress in English (Level 4+)	100%- Writing 100%- Reading 100 -GPS	100%- Writing 100%- Reading 100% -GPS
% of pupils making expected progress in Maths (Level 4+)	100%	100%

Performance of disadvantaged pupils (KS1)

(pupils eligible for free school meals or in local authority care for at least six months)

	<u>2014</u> (3 children)	<u>2015</u> (1 Child)
Number of pupils making expected progress or better in Reading	3	1
Number of pupils making expected progress or better in Writing	1	0
Number of pupils making expected progress or better in Maths	2	1
See Assessment Data for further information about progress and attainment		

The impact of the PPG for 2014/15

Attainment of FSM children in the school on or above National Averages by the end of Key Stage 2. The impact was accelerated progress for all children at the end of KS2 and increased number of children achieving standard for phonics. The children's progress was at the expected and in the majority of children above expected in most cases.

1. Attainment and Progress at KS2 was at/above National and Local Averages
2. Number of children achieving the required standard in Year 1 for phonics increased.
3. Children were happier in school and knew who to see if they were worried.
4. Majority of children working at age related expectations in maths and literacy.
5. Specific children closing the gap to age related expectations.

The PPG for April 2015 to September 2015 is £4900
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This has been targeted to:

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| 1. Continue to fund a Home School Link Worker to provide emotional support for families and children. | £1500 |
| 2. Purchase Numicon resources for mathematics | £1200 |
| 3. Maths Interventions (1 st Class at Number and Success at Arithmetic) | £ 600 |
| 4. Reading Intervention Program | £1600 |

The PPG for September 2015 to April 2016 is £11,731
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This has been targeted to:

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| 1. Employ a pastoral care officer to: | £5649 |
| a) identify learning behaviours that restrict academic progress. | |
| b) work out strategies with the children to address the identified learning behaviours. | |
| 2. Purchase “Secrets to Success” learning behaviour resources | £182 |
| 3. Staff CPD related for Learning Behaviours | £400 |
| 4. Closing the gap CPD and resources | £4000 |
| 6. Resources for closing the gap (Maths and Literacy) | £1500 |

Total Spend	£16,631
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APPENDIX 1

PCO Timetable Week One

	9:00-9:30	9:30-10:40	10:40-10:55	10:55-12:00	12:00-1:00	1:00-2:20	2:20-2:30	2:30-3:30
Monday	Class 2 (30 mins)	PSO (2hrs 30)	B R E A K	PSO	L UNCH	HLTA (1 hr)	B R E A K	PSO
Tuesday	Class 2 (30 mins)	PSO (2hrs 30)		PSO				
Wednesday	Class 2 (30 mins)	PSO (2hrs 30)		PSO		HLTA (2hrs 30)		HLTA
Thursday	Class 2 (30 mins)	PSO (2hrs 30)		PSO		PSO (admin) (2hrs 30)		PSO (admin)
Friday	Assembly Class 2 (30 mins)	Class 2 (1hr 30)		PSO (1hr)		HLTA (2 hrs 30)		HLTA

PCO Timetable Week Two

	9:00-9:30	9:30-10:40	10:40-10:55	10:55-12:00	12:00-1:00	1:00-2:20	2:20-2:30	2:30-3:30
Monday	Class 2 (30 mins)	PSO (2hrs 30)	B R E A K	PSO	L U N C H	HLTA (1 hr)	B R E A K	PSO
Tuesday	Class 2 (30 mins)	PSO (2hrs 30)		PSO				
Wednesday	Class 2 (30 mins)	HLTA (2hrs 30)		HLTA		HLTA (2hrs 30)		HLTA
Thursday	Class 2 (30 mins)	PSO (2hrs 30)		PSO		PSO (admin) (2hrs 30)		PSO (admin)
Friday	Assembly Class 2 (30 mins)	PSO (1hr 30)		PSO (1hr)		HLTA (2 hrs 30)		HLTA