

Watton at Stone Primary School

Pupil premium grant expenditure: Report to parents: 2012/13

Overview of the school

Pupil premium grant (PPG) received	
Total amount of PPG received	£13,000

Summary of PPG spending 2012/13

Objectives in spending PPG:

To provide appropriately differentiated work that meets pupils' individual needs and ensures that gaps are closing.

To give 1:1 support in order to provide for pupils' social and emotional needs.

Summary of spending and actions taken:

1. Pupils having access to high quality teaching and learning by;

- Continuing to provide targeted and specific training opportunities for teaching staff. This includes: differentiation, SEN, tailored interventions, Early Years, phonics, assessment and quality first teaching across a range of subjects, including the core subjects.
- Inviting specialists into school such as the Early Years Consultant, and drawing on their expertise to improve teaching and learning experiences for pupils.
- All teaching assistants receiving training and support to deliver 1:1 personalised interventions where necessary.
- Investing in books and resources that staff need in order to deliver high

quality teaching and learning.

- Providing laminated resources for pupils to take home and use for homework support, e.g. list of high frequency words, alphabet mats, letter formation guidance, maths mats, etc.
- Making learning practical and creative by organising trips and inviting external visitors to come into school, e.g. poet in school day, Greek Day, Egyptian Day, Pirate workshop, etc. This has captured pupils' interests and motivated them with regards to their learning.
- Investing in outdoor learning provision and extending opportunities for pupils to work in the outdoor environment, e.g. gardening club.

2. Ensuring quality reading resources are accessible across the school by;

- Investing in books for classrooms and the School Library.
- Creating book corners in every classroom to inspire and motivate all pupils, encouraging them to read.
- Designing and printing custom made book marks for pupils to have alongside their school reading books, which convey clear expectations to both pupils and parents with regards to reading targets. These link to key documents such as APP for reading.
- Books and Biscuits club for Key Stage 2 pupils.

3. Raising attainment for pupils accessing free school meals by;

- Ensuring that gaps are closing through providing targeted interventions, measuring impact and training staff to implement these.
- Using the skills base/expertise of staff throughout the school to deliver targeted interventions.
- Teachers running Booster sessions in Years 2, 6 and 5 in order to 'narrow the gap'.
- Investing in our assessment and tracking systems and ensuring these are consistent across the school, providing staff training as necessary.
- Purchasing key publications to support and strengthen assessment across the school.
- Teachers using their assessment data to rigorously track the progress of pupils, identify gaps and plan next steps with regards to teaching and learning.

- Staff having half termly Pupil Progress Meetings with the Headteacher to monitor individual progress and ensure that gaps are closing.
- Discussing the progress made by pupils accessing free school meals at the Standards Committee meeting, ensuring that their progress is continuously being monitored.

4. Providing Behaviour Support to Pupils by;

- Reviewing and updating the Behaviour Policy and making all staff, pupils, parents and governors aware of the content of this policy.
- Establishing clear procedures for managing behaviour, ensuring that there is a consistent approach for responding to incidents.
- Pupils having access to targeted behaviour support during lessons, playtimes and lunchtimes.
- Behaviour management plans and risk assessments in place for individual children.
- Counselling sessions available to pupils based on individual need.
- Ensuring staff have continued access to training such as Safeguarding, behaviour management, etc.
- Staff liaising closely with the Family Support Worker as needed.
- Pupils having access to a personalised programme to support them with specific social, emotional and behavioural targets.

5. Extending learning opportunities for those pupils who access free school meals by;

- Subsidising school trips and residential journeys if necessary.
- Sports clubs available for pupils during the lunch hour and after school.

Measuring the impact of Pupil Premium spending

Staff have utilised the skills and knowledge that they have acquired through specific, quality training with success. Additional support for children has been carefully matched to their individual needs, resulting in the narrowing of gaps. TAs and teachers are regularly delivering targeted interventions and /or guided group work to identified pupils as part of their daily practice. Following our work with the Early Years Consultant the provision in Early Years Foundation Stage has improved considerably. This includes a dramatic

change to the physical environment.

A range of quality resources have been purchased to engage children and deliver a broad and balanced curriculum.

Pupil motivation for reading has improved significantly throughout the school due to the emphasis placed on reading in general. This includes the introduction of book corners in each classroom which encourage children to read. Reading has therefore improved overall enabling pupils to access and make continued progress across subjects.

The Year 1 phonics screening check results show that we have improved from 51% last year to 70% of pupils meeting the expected standard this year. This is higher than the national average.

The Booster Lessons increased the confidence levels of pupils and enabled gaps in learning to be addressed. They were also beneficial in the sense that pupils became more familiar with the test format.

AM7, our tracking system is used effectively by staff to track pupil premium and ensures that they are having support and challenge as needed. All staff report on the progress of their pupil premium children during the Pupil Progress Meetings. The Assessment Lead also provides feedback to the Standards Committee.

As a result of our clear, consistent behaviour management procedures, pupils have greater confidence in discussing how they are feeling and managing their emotions. This has enabled them to make progress towards building and maintaining friendships, consequently reducing the number of behaviour incidents. Interventions for supporting children are beginning to be targeted much more effectively, this includes lunchtimes. Behaviour Management Plans have ensured that a consistent approach for managing individual behaviour has been applied. Staff are aware of possible triggers for specific pupils and are now more able to prevent/minimise incidents before they occur. During pupil voice interviews, children have shown greater aspirations and interest in their learning across reading, writing and maths.

Referrals to external agencies are often more timely and support for families is accessed more quickly. The school liaises with external agencies and other relevant services to help families overcome difficulties as soon as is practicable. The Family Support Worker is involved with some of our families and this has resulted in positive outcomes overall. Advice given is incorporated into Individual Education Plans (IEPs) where appropriate and helps teachers to plan and review specific interventions.

Subsidising school trips has meant that all pupils go on school trips or events; finance is not a barrier to this.

Extra sports clubs are available at different points during the school day as well as activities such as Gardening Club.