

Watton at Stone Primary School

Pupil premium grant expenditure: Report to parents: 2013 - 2014

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total amount of PPG received	£32,500

Summary of PPG spending 2013 - 2014

Objectives of spending PPG:

To accelerate progress and aim for all KS1 pupils to make at least 12 APS progress across Years 1 and 2 and close the attainment gaps of pupils compared to national data.

To aim for all KS2 pupils to make at least 4 APS progress per year group and close the attainment gap of pupils compared to national data.

To ensure that floor standards are achieved at the end of KS2.

To continue 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.

Plan for spending PPG by item/action 2013 - 2014:

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

- Continuing to provide targeted and specific training opportunities for both teaching and support staff. This includes: differentiation, SEN, introduction of the New Curriculum, tailored interventions, Early Years provision, phonics, assessment, moderation and quality first teaching across a range of subjects, including the core subjects.
- The Senior Leadership Team will attend training on 'Outstanding Teaching and Learning' and provide feedback to staff.
- Continuing to work with specialists such as the Early Years Consultant and the Literacy Consultant, drawing on their expertise to improve

teaching and learning experiences for all pupils.

- All teaching assistants receiving training and support to deliver 1:1 personalised interventions where necessary.
- Investing in books and resources that are needed in order to deliver high quality teaching and learning.
- Making learning practical and creative by organising trips, inviting external visitors to come into school and making cross curricular links.
- Investing in outdoor learning provision and extending opportunities for pupils to work in the outdoor environment, e.g. gardening club.
- Providing training for relevant staff in order to improve outdoor learning provision, e.g. Forest Schools.

2. Ensuring high quality reading and writing experiences are available to all children to maximise progress as outlined in our School Plan;

- Investing in books which cater for a range of interests and reading abilities for classrooms, the School Library, guided reading sessions and home reading.
- Providing further training on guided reading to ensure that a range of reading strategies and inference and deduction skills are being taught most effectively.
- Providing opportunities for the Literacy Leader to work with the Literacy Consultant from the borough, on a range of areas, with the aim of improving English teaching and learning throughout the school. Examples include: guided reading, shared and guided writing, the learning environment and supporting the planning process to maximise progress.
- Providing specific reading and writing interventions for target pupils throughout the school, in order to accelerate progress and close attainment gaps.

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, including senior leaders running Booster sessions in Years 2, 6 and 5 in order to narrow the gap.
- Recruiting an additional experienced upper Key Stage 2, part time teacher to plan, deliver and assess both English and maths teaching and learning. This teacher will be based in Year 6 to begin with.
- Investing in our assessment and tracking systems and ensuring these are consistent across the school, providing staff training as necessary.
- Teachers continuing to use their assessment data to rigorously track the progress of pupils, to identify gaps and plan next steps with regards to teaching and learning.
- Staff having half termly Pupil Progress meetings with the Headteacher and/or a senior leader 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;

- All staff throughout the school consistently applying the Behaviour Policy.
- Pupils having access to targeted behaviour support during lessons, playtimes and lunchtimes.
- Behaviour management plans and risk assessments in place for individual children as needed.
- Pupils having access to counselling sessions based on individual need.
- Ensuring staff have continued access to training such as safeguarding, behaviour management, counselling, 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.
- Having a whole school citizenship target to focus on each week to promote positive attitudes and values. Examples of targets include; thinking of others, complimenting others, helping, focusing, working towards your goal, etc. Children will work hard towards the target as they will aspire to becoming the 'Good Citizen' of the class the following week.

- Discussing the SEAL word and picture of the week during class assemblies or circle time. This will help children with understanding their emotions and verbalising how they feel, as well as discussing possible solutions.
 - Establishing a 'Feelings Box' and 'Bubble Time' in each class to provide pupils with opportunities to voice their worries/concerns.
 - Staff members attending nurture provision training so that the six key principles of nurture can become embedded in our school.
- 5. Extending learning opportunities for those pupils who access free school meals by;**
- Providing breakfast to Year 6 pupils during SATs week to ensure that all children have had breakfast and are in school on time.
 - Providing breakfast to those pupils who attend early morning booster sessions.
 - Subsidising the cost of school trips and residential journeys if necessary. This will ensure that all pupils have access to school visits to enrich the curriculum and remove the potential cost barrier.
 - Having sports clubs available for pupils during the lunch hour and after school.

Measuring the impact of Pupil Premium spending

The school will monitor the impact of spending on each pupil at regular intervals in its assessment cycle, and will evaluate the impact that specific strategies and interventions have had. Evaluation during Pupil Progress Meetings will focus on academic progress and also how the pupils' self-confidence has developed. Following this meeting further actions will be planned and implemented with the aim of removing barriers and closing gaps wherever possible. This includes support for pupils with social, emotional and behavioural needs. The Assessment Leader will provide regular feedback on the progress of children in receipt of pupil premium to the Standards Committee. This will ensure that pupil premium spending is regularly discussed and its impact measured.

Impact

Teachers and teaching assistants have attended a range of training sessions during this academic year, particularly in view of the New Curriculum. They have utilised the skills and knowledge that they have acquired to differentiate teaching and learning activities, enabling each child to fulfil his/her potential. Additional support for children, in the form of small group or 1-1 intervention has been deployed resulting in the narrowing of gaps particularly in English and maths. Interventions have been reviewed and adjusted as needed.

Booster sessions were planned and implemented in Years 2 & 6 for both English and maths. They enabled gaps in learning to be addressed as well as familiarising children with the test format.

The Year 1 phonics screening check was a success for both pupils in Year 1 and those pupils in Year 2 who needed to re-take. 82% of our pupils achieved the expected standard in Year 1 whilst 100% of the pupils who re-took achieved the pass mark. This is an improvement on last year when 70% of our Year 1 pupils met the expected standard. Targeted interventions and homework activities have played an important part in this success story.

We have continued to work with teaching and learning consultants and have drawn on their expertise to improve teaching and learning experiences for all pupils. Impact can be seen in our learning environment, quality of provision and assessment procedures.

Books and resources have been purchased enabling the delivery of high quality teaching and learning sessions. This includes phonics resources, guided reading books and teachers' planning/assessment resources.

We have continued to provide creative learning opportunities which have motivated pupils. Examples include: day trips as well as residential visits, Great Fire of London Day (Year 1 & 2), K'nex Challenge Day and the poet in school day.

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 which in turn, has had a positive effect on their learning in general. Interventions for supporting children with social, emotional difficulties are targeted much more effectively, this includes playtimes and lunchtimes. Staff are aware of possible triggers for specific pupils and are now more able to minimise and/or prevent incidents before they occur. Nurture provision has been delivered successfully this year and has had a positive effect on the pupils involved.

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 has been 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 no longer a barrier to this.

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

