

Watton at Stone Primary and Nursery School
Pupil premium grant planned expenditure: 2014 - 2015

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	243
Total number of pupils eligible for PPG	25
Amount of PPG received per pupil	£1,300
Total amount of PPG received	£32,500

Summary of proposed PPG spending 2014 – 2015

Objectives in spending PPG:

To secure at least expected rates of progress in English and Maths

To narrow the gap in achievement between PPG and non PPG children

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

To build self-confidence and self-esteem to aid readiness for learning in order to raise attainment and progress

Summary of spending and actions planned:

- Additional support from teaching assistants in class
- Focused intervention work in both KS1 and KS2 (small group and 1:1). This includes additional booster sessions particularly in Y6.
- Student teachers in Y3 and Y4 providing additional English and Maths teaching
- SEND Coordinator release time to provide additional teaching/intervention throughout the school, depending on the needs identified
- DH release for small group English and Maths teaching in Y6
- Staff training enabling teachers/teaching assistants to provide quality first teaching at all times
- Additional phonics , reading and maths resources to be purchased
- Proposed provision of technology and software to provide access for PPG children to use specific programmes to accelerate progress in English and Maths
- Support for trips/residential visits and extra-curricular activities including sports clubs, bikeability training and swimming lessons

Planned PPG spending by item/project 2014/2015

Item/project	Cost	Objective	Expected Outcome
<p>Wave 2 and Wave 3 support and intervention groups across the school.</p> <p>Skilled teaching assistant support in small groups and individually as required.</p>	<p>£7,400</p>	<p>To provide targeted intervention teaching and classroom support for PPG children.</p> <p>The class teacher will work with the TA to plan learning programmes tailored to individual needs so that gaps in learning can be addressed.</p> <p>Where appropriate the SENDCo and the classteacher will work together to create an Individual Education Plan (IEP). This will inform the type of intervention provided.</p>	<p>Fun sessions that are motivational where children can achieve success within a small group.</p> <p>Gaps in learning are addressed. Children make good or better progress.</p> <p>PP children in KS1 make at least 6APS in both English and Maths</p> <p>PP children in KS2 make at least 4 APS in both English and Maths</p>
<p>English and Maths Booster sessions in Y6</p>	<p>£8,100</p>	<p>To provide targeted booster sessions to Y6 children in both English and Maths based on identified needs</p>	<p>Fun sessions that are motivational where children can achieve success within a small group.</p> <p>Pupil confidence is increased plus familiarity with the test format.</p> <p>Gaps in learning are addressed. Children make good or better progress.</p> <p>Attainment gap between PP and non PP children is closed.</p>
<p>Student teachers in Y3 and Y4 providing additional English and Maths teaching</p>	<p>F.O.C.</p>	<p>To provide additional teaching in English and Maths in Years 3 & 4</p>	<p>Gaps in learning are addressed. Children make good or better progress. Attainment gap between PP and non PP children is closed in reading, writing and maths.</p>
<p>1.0 day per week SEND Coordinator release time</p>	<p>£9,700</p>	<p>To provide targeted interventions (small group or 1:1) throughout the school, particularly where there is a SEN/PP overlap.</p> <p>To attend multi-agency meetings, e.g. TAF meetings, CLA meetings, PEP meetings, etc.</p> <p>To manage inclusion matters, including staff who are supporting individual children.</p>	<p>Gaps in learning are addressed. Children make good or better progress. Attainment gap between PP and non PP children is closed in reading, writing and maths.</p> <p>Children with social, emotional and behavioural difficulties are supported, enabling them to make progress with their learning.</p>

			PPG children and families are supported.
DH release time for small group English and Maths teaching in Y6	£9,000	To provide small group English and Maths teaching in Y6 to ensure PP children make at least two levels of progress	Gaps in learning are addressed. Children make good or better progress. PP children in Y6 make +4 APS in both English and Maths during the year and at least two levels of progress from KS1. Attainment gap between PP and non PP children is closed.
Training for teachers and teaching assistants based on identified needs	£1,000	To provide training to all staff so that quality first teaching is planned and delivered throughout the school.	All children, including PP children are exposed to high quality teaching and learning experiences. Children make good or better progress. Attainment gap between PP and non PP children is closed.
Additional phonics , reading and maths resources to be purchased	£600	To provide high quality learning resources to engage and motivate children	Sufficient, high quality resources are available. Children are engaged and motivated. Children make good or better progress. Attainment gap between PP and non PP children is closed.
Financial support for trips/residential visits and extra-curricular activities including sports clubs, bikeability training and swimming lessons	£500	To ensure participation by PPG children to raise self-esteem and confidence	Self-confidence improves Children feel accepted and included with peers

Total PPG received	£32,500
Total PPG expenditure	£36,300
PPG remaining	Supplemented from school budget share

Measuring the impact of Pupil Premium spending 2014-2015

The school monitors the impact of pupil premium spending very closely. Each child's progress and overall development is discussed every half term during Pupil Progress Meetings. Following this meeting further actions are 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.

End of Key Stage 1:

67% of pupil premium children made at least expected progress from the end of EYFSP in reading. 33% made above expected progress. 100% of pupil premium children achieved level 2C+ in reading by the end of KS1.

67% of pupil premium children made at least expected progress from the end of EYFSP in writing. 67% of pupil premium children achieved level 2C+ in writing by the end of KS1.

67% of pupil premium children made at least expected progress from the end of EYFSP in maths. 67% of pupil premium children achieved level 2B+ in maths by the end of KS1.

End of Key Stage 2:

100% of pupil premium children in Year 6 made at least expected progress (progressing 2 or more levels from KS1) in reading, writing and maths at the end of Key Stage 2. 50% made above expected progress in maths, whilst 25% made above expected progress in reading and writing. In terms of attainment, data shows that the gap has closed and pupil premium children have attained better than non-pupil premium children.

Staff have attended a range of training sessions during the academic year. They have utilised the skills and knowledge that they have acquired to deliver quality learning experiences, 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 accordingly.

Booster sessions were planned and implemented in Year 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. 78% of our pupils achieved the expected standard in Year 1 whilst 100% of the pupils who re-took achieved the pass mark.

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, resources to support pupils who have social, emotional and behavioural needs as well as 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, Coronation Day (Years 1 & 2) and author visits.

Nurture/social skills provision has been delivered this year and has had a positive effect on the pupils involved.

Referrals are made to external agencies as needed and support for families is accessed as quickly as possible. 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 not a barrier to this.

Extra-curricular clubs are available at different points during the school day and all pupils are encouraged to participate.