



Pallister Park Primary School

Review of Pupil Premium Expenditure 2014/15

Overview of the school

<i>Number of pupils and pupil premium grant (PPG) received</i>		
Total number of pupils on roll		
Total number of pupils eligible for PPG; not inclusive of LAC	265	65.1%
Amount of PPG received per pupil		
Total amount of PPG		

Performance of disadvantaged pupils

	National	School 2015	LA	School Non- FSM
EYFS Achieving a Good Level of Development	32.8	26.3	29.2	29.9
Year 1 Phonics Check: % pupils reaching expected standard		66.1%	69.2%	
Year 2 Phonics re-take Check		73.3%	67.5%	
KS1 APS Combined		13.9	13.9	
KS1 APS: Reading	15.7	13.9	14.1	
KS1 APS: Writing	14.4	13.2	13.3	
KS1 APS: Maths	15.3	14.5	14.4	
KS2 % pupils Level 4+ Combined	80	75	63	80
KS2 % pupils Level 4+ Maths	87	81	75	80
KS2 % pupils Level 4+ Reading	89	84	75	89
KS2 % pupils Level 4+ Writing	87	80	75	89
KS2 % pupils Level 5 Combined	24	6	9	15
KS2 % pupils Level 5 Maths	42	31	24	30
KS2 % pupils Level 5 Reading	48	32	26	52
KS2 % pupils Level 5 Writing	36	12	18	22

*current evaluation using provisional data from LA

*current Phonics data is inclusive of Non-FSM children as data is still provisional

Summary of PPG spending 2014/15

Objectives in spending PPG:

- a) To bring children into Nursery 1 at 2yrs to focus on socialisation and communication skills.
- b) High staff:pupil ratio in Nursery 1 and 2 and create N1 and N2 teams.
- c) To continue intervention support for each year group – focusing on FSM children identified during Pupil Progress Meetings.
- d) To continue to target children for emotional, social, behavior and attendance support via Vulnerable Pupil Support Manager and year group TAs.
- e) To provide a range of unique experiences for disadvantaged children; theatre, pantomime, cinema, year group curriculum visits to places of interest, sports events,
- f) To provide instrument tuition for identified children – ukulele, keyboard
- g) To continue TA allocation per year group to support child's emotional well-being to enable the teacher to focus on academic attainment
- h) Praise Awards and prizes for rewarding achievement
- i) Support for individual pupils and families eg, taxi, hygiene, uniform, food

Summary of spending and actions taken:

Staff Costs

Additional TA2 for Nursery 1 and 2 (4 appointed)

NQT appointment for additional Reception children to reduce class sizes

Building Costs

Build of 3 new Reception classrooms, including Intervention room

Intervention Costs

Read, Write Inc training

Bungalow Behaviour Support provision

Extra-Curricular Costs:

Subsidising Y6 Carlton residential

Yogabugs

Zumba

Curriculum budgets facilitating 'unique experience' visit or workshops

Impact of spending – September 2015

Results show that we are not in line with National levels of attainment but compared to LA data we are performing well. Our EYFS baselines continue to be low, but assessments have shown a shift in progress level from the same time last year. This will continue to be a focus of our assessment – clearly identifying areas that our children perform well and those which we need to invest in further intervention.

The Year 1 phonics test was also lower than last year –

- a) Out of the current Reception cohort;
 - 10% have not attended our Nursery
 - 18% have attended our Nursery for a year
 - 72% have attended our Nursery for 2 years

We are closely monitoring their attainment to evaluate impact of provision but initial assessments have shown an improvement in the overall levels of the cohort. This will continue to be monitored closely by EYFS Team Leaders, Maths and English Leads and the DHT and shared with year groups at Pupil Review Meetings.

- b) Impact on behavior has been recognized by the Reception Team and staff throughout the school. We feel that the children are more prepared for the start of their time in school due to the ratio of adult support that they have had and will continue to receive in Reception.
- c) Children continue to be monitored during Pupil Progress meetings to evaluate effectiveness of interventions. As is shown from the table below our KS1 children perform better than LA at Level 2c+ but we do not at 2a+. Stretching the more able pupils will need to be a focus for KS1 Assessment this year.

	2C+		2B+		2A+		3+	
	School	LA	School	LA	School	LA	School	LA
KS1 Reading	82	77	75	66	29	34	4	10
KS1 Writing	82	74	54	54	14	19	0	5
KS1 Maths	86	84	75	65	21	31	4	7
KS1 Combined	79	72	50	50	11	16	0	4

- d) Due to the significant number of PPG and vulnerable pupils it has become clear that school needs to appoint an additional Vulnerable Pupil Support Officer to share the workload. Numbers of CP incidents for Child Protection recorded on cpoms just for January are 101, involving 43 pupils.
- e) The curriculum visits that each year group provide enhance the learning experience and provides activities which the majority of children would not usually have access to. These include; visit to Raby Castle, Clip and Climb and a range of sporting activities.

- f) Instrument tuition continues to be provided by musician Elaine which provides quality sessions for small groups of children – their abilities are showcased throughout the year at whole school performances. This is an aspect that PPG is able to provide for our children as many of our parents do not have access to provide this themselves.
- g) Team around the child continues to be a focus of the school, providing quality teaching supported by TAs who facilitate finding solutions to emotional or behavior issues that arise daily. This support is vital in enabling our children to be ready to learn. Throughout the school each year group has consistent staff so that the children know who they will see each day and relationships can be built up which enable the child to enjoy school and be ready to learn.
- Termly Pupil Review Meetings held to discuss attainment and Child Protection concerns
 - Cpoms to log incidents and share information across school
- h) School continue to provide support for individual pupils and their families as and when it is required. The Executive Head Teacher decides if there is any support which is required and if it is necessary.

2015/16 Action Plan:

- Appointment of an additional Vulnerable Pupil Support Officer to support early intervention and increase welfare provision for PPG children
- Refurbishment to KS1 classrooms to ensure suitable accommodation for learning
- Development of facilities to support smaller class sizes/increased capacity for PPG children
- Successful 14/15 actions to be continued
- Evaluation of current Interventions to take place to monitor effectiveness
- To ensure our more able FSM children are clearly identified and interventions in place to enable them to reach their potential
- New reading assessment to be agreed, implemented and evaluated
- EYFS GLD (Good Level of Development) to be tracked from 2014-16 to highlight areas of improvement/development

Author : Mrs. Adams September 2015