



ALL SAINTS' CE JUNIOR SCHOOL

PUPIL PREMIUM EXPENDITURE

2014 - 15

#### Number of pupils and pupil premium grant (PPG) received 2014 / 5

Total number of pupils on roll All Saints' CE Junior School	193
Total number of pupils eligible for PPG (as at Census January 2014)	47
Amount of PPG received per pupil	£1300
Total amount of PPG received	£61100

#### Curriculum focus of PPG spending 2014 / 15

##### All Saints' CE Junior School

To improve self- esteem, confidence and behaviour in individual pupils, thereby improving participation in school life.

To support children in developing reading, writing and maths skills.

#### Nature of Support 2014/15

##### Individual and small group support – supporting academic progress

##### All Saints' CE Junior School

We launched Achievement for All (AfA) at the start of the academic year 2012/13 and we are now recognised as an AfA partner school.



AfA has been developed by a national charity and is a whole-school improvement framework, delivered in partnership with leaders, teachers, parents/carers, pupils and support professionals, that aims to raise the aspirations, access and achievement of vulnerable and disadvantaged children.

There is a financial cost to implementing this framework, both in terms of purchasing the framework and professional support and also in terms of providing release time for teachers to meet with parents for 'structured conversations' on a termly basis. A number of children and their families have been identified for involvement this financial year, some extending the work begun last year and some new to the programme, and their progress is monitored via whole-school tracking.

#### **Whole-school approach:**

Children eligible for PPG have again been identified and monitored as a vulnerable group. Pupil progress meetings take place every half term and these children are discussed, needs are identified and plans are formulated, monitored and adjusted as required.

Children in each year group receive withdrawn support led by a teaching assistant, though planned by a teacher, with a focus on specific targets clearly identified as holding them back academically. These are monitored regularly and planning is adjusted to meet needs. Some children receive 1:1 support, others receive small group interventions, depending on the need.

During the previous financial year, we implemented Read, Write Inc – the materials are used to provide 1:1 or small group interventions to close the gap in phonics/spelling, reading and writing. Due to the success of these interventions (as tracked via pupil progress meetings) we have extended the use of this evidence-based intervention. This is possible due to the fact that additional teaching assistant hours have been put in place (extended further from September 2014) to extend the numbers of interventions being run across school for vulnerable children.

#### **Individual and small group support – supporting pastoral, social and behavioural needs**

During last financial year, we appointed a qualified teacher to an HLTA role - this member of staff acts as 1<sup>st</sup> line behaviour management across school, implementing and monitoring behaviour plans and meeting and reviewing implementation of the behaviour policy with the Associate Headteacher, on a weekly basis. She provides support for vulnerable children on a 1:1 or small group basis to work on developing social skills, establishing friendship groups, leading anger management work, facilitating the delivery of “Me Club.”

She is able to act as Lead Professional in CAFs, participate in Social service cases and support vulnerable families. This member of staff has also been responsible for peer mediation in school, training and supporting mediators, with representation from the FSM group.

The aim is to provide an effective link between school and home whilst providing effective support for vulnerable children during their time in school.

As a qualified teacher, this member of staff is also able to deliver high quality interventions for literacy and numeracy, working with children on a 1:1 or small group basis.

The role and associated responsibilities continue during this financial year.

We fund a trained counsellor from a psychotherapy and counselling service who delivers weekly counselling sessions for vulnerable children. The number of sessions available weekly have been extended from September 2014.

#### **Other ways that the grant has been spent:**

During the academic year, 2013-14, we funded ‘Wider Opportunities’ from the County Music Service (CMS), enabling every child to receive a full year of instrument tuition from a specialised music teacher. This tuition took place in Year 3, ensuring the whole school population receives this tuition during Key Stage 2. We are able to fund further instrument tuition for FSM children.

Funding school trips and either partially or fully-funding participation in Year 6 residential trip. No child is missing out on the residential trip in September 2014 due to financial difficulty and the percentage participation has therefore increased as a direct result.

PPG is also used to fund additional support in the classes, directed to the most vulnerable children. This support is carefully monitored by the senior leadership team.

<b>Nature of Support (outlined above)</b>	<b>Annual Cost</b>
HLTA Salary	£24, 525
TA per year group to deliver interventions during afternoons @ £5246 per yr gp (2 hrs / day)	£20, 984

2 TAs to work every morning supporting vulnerable children in class @ £7868 ea.	£15,736
Counsellor	£3000
Parent Support Advisor	£1600
Funding of trips / subsidised music lessons	£600
<b>Total</b>	<b>£66,445</b>

## Measuring the impact of PPG spending

The school will rigorously evaluate the impact on each pupil at the end of each half term. During this academic year, children will continue to be assessed using National Curriculum levels. Class teachers will be required to discuss Pupil Premium children and their progress in all half-termly progress meetings. Intervention reports will be generated; interventions will be adjusted as required.

Where appropriate, here will also be a focus on measuring progress in social development, using the SEAL progress indicators for Personal, Social, Emotional and Behavioural Measures. This will assist in evaluating participation and attitude towards learning, increasing independence in learning and will also be judged against attendance figures.

The ultimate aim is for there to be no gap in the progress made by children in receipt of FSM / PP funding and those that don't.

### End of Key Stage 2 outcomes: Percentage of Children Achieving:

		All Year 6 (48 chn)	National (all chn)	Pupil Premium (16 chn)	Pupil Premium, Non-SEN (5 chn)	National, P.P. (2014)	National, non P.P. (2014)
Level 4 +	Reading	92	89	81	100	82	92
	Writing	83	87	63	100	76	89
	GPAS	75	80	50		66	81
	Maths	85	87	69	100	78	90
Level 5+	Reading	48	48	25	40	35	56
	Writing	31	36	13	40	20	39
	GPAS	54	56	25		39	58
	Maths	33	42	13	40	28	48
Level 6	Reading	0	0				
	Writing	6	2				
	GPAS	4	4				
	Maths	6	9				
Expected Progress (2 levels)	Reading	91	91	88	100	88	92
	Writing	93	94	94	100	91	94
	Maths	85	90	75	100	86	91
Greater than Expected Progress (3 levels)	Reading	30		31	31	36	34
	Writing	22		13	13	31	34
	Maths	26		25	25	28	38