

Grangetown Primary School – Pupil Premium Expenditure

2013-14

The following report explains how we have spent the pupil premium grant for 2014/14 and the impact that it has had on school.

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Percentage of pupils and pupil premium grant (PPG) received	
Total number of pupils on role	204
Percentage of pupils eligible for PPG	81.4%
Amount of PPG received per pupil	£900
Total amount of PPG	£126,000

Performance of PPG pupils – Key Stage Two (Pupils who have been eligible for FSM in the last six years)	2013		2014		Nat all
	School dis	Nat dis	School dis	Nat dis	
Average Points score (APS) Overall	26.6	26.7	28.1	27	28.7
APS Reading	25.8	26.9	28	27.5	29
APS Writing	26.6	25.9	26.2	26.2	27.9
APS maths	27.0	27.0	29.1	27.2	29
% of children attaining expected Level 4 in RWM	73.3%	76%	78.3%		79%
% of children making expected progress in Reading	73%	88%	100%		91%
% of children making expected progress in Writing	100%	91%	96%		91%
% of children making expected progress in Maths	94%	88%	96%		89%

Performance of PPG pupils – Key Stage One (Pupils who have been eligible for FSM in the last six years)	2013		2014		
	School dis	Nat dis	School dis	Nat dis	Nat all
Phonics	8.7%	56%	68%	61%	74%
Average Points score (APS) Overall	12.8		13.5	14.6	15.9
APS Reading	12.5		13.8	15	16.5
APS Writing	11.8		12.5	13.7	15.1
APS maths	14.1		14	15	16.2

Summary of PPG spending 2013/14 - Final report April 2014 (Updated July 2014)

Objectives in spending PPG:

Raising attainment and achievement of PPG pupils across school through:

- a) Provision to provide smaller classes across school to enable more personalised learning and higher quality marking and feedback.
- b) Provision to raise phonics and reading attainment by introducing Read, Write Inc. across school.
- c) To continue to provide social and emotional support through the continued provision of a school counsellor.
- d) Enhanced curricular opportunities – school visits, residential trips, breakfast club, extra-curricular activities and support with uniform, materials etc.
- e) Personalised learning – 1:1 learning, small group interventions, lunchtime boosters and holiday booster groups.
- f) Staff development – staff training, CPD and development.
- g) To create an outside space for Reception that will allow inside and outside learning and create an environment in which the children can progress.

Record of PPG spending by item/project 2013/14 – Final Report April 2014 (updated July 2014)

Project	Cost	Objective	Impact
Smaller classes in KS1 and upper KS2 Contribution to creation of new classroom space to accommodate above.	£30656 £10000	To invest in and hire new teachers to create smaller classes across school. This was to improve more quality marking and feedback and also allow for a more personalised learning environment to raise standards.	Smaller class sizes across KS1 and upper KS2 leading to better marking and feedback in books. Consistency of this is increasing as we embed new marking and feedback policies. End of KS results and average points scores have shown an increase on the previous year in the majority of areas. In KS2 our disadvantaged children are performing better than disadvantaged children nationally and are closing the gap on full national figures. In terms of progress our disadvantaged children are performing better than full national figures Although KS1 attainment has improved it is still too far away from national figures for disadvantaged and non-disadvantaged pupils nationally. This will keep being addressed.
Non-teaching deputy to look at T&L across school	£19374	To hire and invest in another teacher to release the DHT from a teaching timetable to concentrate on T&L across school. This allows the DHT to be in classes, to introduce initiatives, to support teachers and raise standards of teaching across school	DHT has been in all classrooms through school supporting teachers and children. Team teaching and planning has helped raise quality of teaching. This has happened through observation, team teaching and planning and modelled lessons. Staff are becoming more confident with all aspects of teaching in school. By April 2014 over 90% of teaching has been good or outstanding in lesson observations. The teaching that has not been deemed as good has been addressed and support has been put in place.
School counselling service	£10000	To fully embed counselling service within school to support children's social and emotional well-being.	Counselling is fully embedded within school and is working very well. The service has been able help a large number of children with their social and emotional well-being. The service is proving so popular we have extended the number of days the counsellor is in.

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Contributions to educational visits and residential.	£10000	To help children and families to get access and be able to attend educational visits and residential trips.	We have supported 2 residential visits for Y5/6 and the LSB. We have also helped fund several educational visits so that all children can attend. It has allowed us to keep costs down and make trips more accessible to all of our pupils.
Contribution to breakfast club costs to help in reducing costs to parents.	£5000	To ensure that children have a good nutritious breakfast before school.	We have subsidised the breakfast club to help keep payments down for parents. We currently charge 70p. The subsidy helps cover the costs of staffing including a sports coach and also the food. More children keep attending and are more ready for school and learning when they go back to class.
Introduction of Read, Write Inc.	£4000	To introduce and embed RWI throughout school in order to raise attainment in reading and phonics. To get all staff in school trained in delivering RWI.	RWI has been fully introduced and is being tweaked to fit our school. All members of staff have been trained to deliver RWI and it is running throughout school. It is already having an impact. Our current Y2 phonics test scores have increased by 36% in one term. Read, write has had a massive impact with phonics increasing by nearly 60% across the year. Whilst reading in KS1 increased by over 1 APS point.
Implementation of after school booster groups.	£2500	To introduce after school booster groups across school to raise attainment across both key stages.	Children have been identified through data analysis. Children have been identified across both KS and groups will be starting week beg. 20 th January for the first 6 week block. This will continue and fully embedded across school so that it is happening all year round. Impact can be seen in the increased results across both Key stages. The small group intervention however was not attended as well as it could/should have been.
Creation/updating of Reception outdoor area.	£20000	To create and update the reception class outside space. The modernisation will allow both inside and outside learning. Current research will be used in its development to ensure that the area offers maximum opportunity for progress and learning.	Reception teacher, SBM and HT have met to discuss possible planning. HT and SBM have visited other schools along with the reception teacher. The reception teacher is looking at current research to determine what could be incorporated into the plan. Plans will become more formal during the spring term with building work hopefully starting during the summer to be ready for Sept. 14'