

Grangetown Primary School – Pupil Premium Expenditure

2014-15

The following report explains how we have spent the pupil premium grant for 2014/15 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	188
Percentage of pupils eligible for PPG	80.9%
Amount of PPG received per pupil	£1300
Total amount of PPG	£163000

Performance of PPG pupils – Key Stage Two (Pupils who have been eligible for FSM in the last six years)	2014			2015		
	School dis	Nat dis	Nat all	School dis	Nat dis	Nat all
Average Points score (APS) Overall	28.1	27	28.7	27	27	28.4
APS Reading	28	27.5	29	26.5	27.5	29
APS Writing	26.2	26.2	27.9	26.5	26.2	27.9
APS maths	29.1	27.2	29	27.5	27.2	29
% of children attaining expected Level 4 in RWM	78.3%		79%	65.4%		79%
% of children making expected progress in Reading	100%		91%	100%		91%
% of children making expected progress in Writing	96%		91%	96%		91%
% of children making expected progress in Maths	96%		89%	96%		89%

Performance of PPG pupils – Key Stage One (Pupils who have been eligible for FSM in the last six years)	2014			2015		
	School dis	Nat dis	Nat all	School dis	Nat dis	Nat all
Phonics	63.2%	61%	74%	57.1%		
Average Points score (APS) Overall	13.5	14.6	15.9	15.7	14.6	15.9
APS Reading	13.8	15	16.5	15.8	15	16.5
APS Writing	12.5	13.7	15.1	15.6	13.7	15.1
APS maths	14	15	16.2	15.7	15	16.2

Summary of PPG spending 2014-2015 - Final report April 2015 (Updated July 2015)

Objectives in spending PPG:

Raising attainment and achievement of PPG pupils across school through:

Main focus is to increase the numbers of teachers in school so that children get the first quality teaching from teachers through nurture and classroom. This enables smaller classes, which allows teachers to focus more, gives greater time on a 1:1 basis and allows for more focused marking and feedback.

We also use pupil premium to support parents with the everyday school experiences. We feel that it is important that our children experience many different things, from visits, trips, residential to theatre workshops. In order to do so much we have to subsidise many of the events in order for parents to be able to afford to send their children.

- a) Hiring an extra teacher in KS1 to create smaller classes and close gap on national figures.
- b) Hire full time nursery teacher to create a nurture group within EYFS to close the gap on peers and national and also to give PM nursery contact to a qualified teacher.
- c) To continue with a non-teaching DHT whose focus is to raise teaching and learning across school.
- d) Read Write Inc. training and moderation throughout the year.
- e) To continue to provide social and emotional support through the continued provision of a school counsellor, to rebuild counsellor service after previous counsellor moved to a new job.
- f) Enhanced curricular opportunities – school visits, residential trips, breakfast club, extra-curricular activities and support with uniform, materials etc.
- g) Personalised learning – 1:1 learning, small group interventions, lunchtime boosters to close the gap across school.
- h) Staff development – staff training, CPD and development.
- i) Y6 intervention support for Literacy and numeracy.
- j) Y6 intervention for 9 Learning Support Base children to get them ready for secondary school and to close gap on peers.
- k) Poverty proofing school day

Record of PPG spending by item/project 2014-2015 – Final Report July 2015

Project	Cost	Objective	Impact
Non-teaching deputy to look at T&L across school (Continued for 2 terms)	£28,489	To allow DHT to be in classes, to introduce initiatives, to support teachers and raise standards of teaching across school. To allow DHT to monitor and improve marking and feedback in books.	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 if needed. Books have improved and marking and feedback is much more structured and relevant to move the children forward.
Offering School counselling service.	£13500	To continue with the counselling service within school which supports 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.

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		To support families and parents when needed in order to help our children through difficult situations.	<p>The service is proving so popular we have extended the number of days the counsellor is in.</p> <p>The impact is not measurable in terms of results but 1 child who received counselling through Y6 has made 3 levels progress across all subjects. He was at risk of being excluded from school and left with Level 4 in Reading and Writing and Level 5 in SpaG and Math's</p>
<p>Enhanced curricular opportunities – residential, trips, sporting events, extracurricular activities including a contribution to sports coach.</p> <p>(Continued)</p>	£15000	<p>To enable all children and families to access the residential trips and school visits we put on through school, by subsidising costs.</p> <p>To enable children to compete in sports competitions and attend sporting events, by subsidising costs.</p> <p>To offer children across school after school activities on a daily basis at no cost to themselves.</p>	<p>We have subsidised our residential visit for Y5/6 which was attended by over 80% of the children this year. 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.</p> <p>We have entered several sporting events across the year including football, multi skills, athletics, cricket and rugby. All travel has been free of charge and subsidised by the school.</p> <p>We have been able to offer a range of after school clubs including Gymnastics, family cooking, healthy kids, football, running clubs and homework clubs.</p> <p>We have hired our own full time sports coach to enable us to have so many sports events and clubs running through school. This has had an immediate impact on the children not only after school but also during playtimes and lunchtimes.</p>
<p>Contribution to breakfast club costs to help in reducing costs to parents.</p> <p>(Continued)</p>	£7500	<p>To offer a cheap and affordable breakfast club that all children can attend.</p> <p>To make sure that children have a good nutritious breakfast before school.</p> <p>To offer children some physical activity before school so they are ready to learn.</p>	<p>We have subsidised the breakfast club to help keep payments down for parents. We currently charge 70p.</p> <p>The subsidy helps cover the costs of staffing including a sports coach.</p> <p>More children keep attending and are more ready for school and learning when they go back to class. Over 30% of the school have been attending regularly and we are also getting nursery children attending.</p> <p>Children are enjoying the physical part of breakfast and it has included lots of different sports and activities.</p>
<p>Read, Write, Inc. training and moderation</p>	£2000	<p>To further embed the RWI programme.</p> <p>To make sure it is being taught in KS1 and EYFS with interventions taking place in KS2 in order to raise attainment in reading and phonics.</p>	<p>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.</p> <p>Read, write has had a massive impact within the short time we have had in school. We have seen our disadvantaged children increase by 50% over two years.</p>

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		<p>To get all staff in school trained in delivering RWI including refresher courses and new training.</p> <p>To monitor the effectiveness of RWI by releasing the lead teacher to observe and feedback.</p>	<p>We have had a small dip this year but that is down to 2 children arriving in school a matter of weeks before the test one being SEN and one being EAL and with a small cohort it affected our results greatly we had predicted it to be nearly 70%.</p>
Implementation of booster groups and interventions across school.	£5000	<p>To introduce after school booster groups across school to raise attainment across both key stages.</p> <p>To introduce booster session across school and phases and to be delivered by qualified teachers.</p>	<p>Children have been identified through data analysis. Children have been identified across both KS.</p> <p>We have had several booster groups taking place both after school and at lunchtime. A big focus was on Y2 and Y6.</p> <p>Disadvantaged children made up over 95% of the sessions. Impact can be seen in the increased results across both Key stages. Although in KS2 there is a dip in reading and maths we must remember that 9 of the 26 disadvantaged children attended the LA Learning Support base we provide which has had a huge impact upon our final results.</p> <p>The small group intervention however was not attended as well as it could/should have been and we will be looking to address the attendance next year.</p>
<p>Extra teacher in KS1 to create smaller classes to aid with marking and feedback and to push children closer the national figures.</p> <p>(Sept 2014)</p>	£27,934	<p>To create 3 classes across KS1 by hiring a new teacher.</p> <p>To create smaller classes in order to have a greater focus on marking and feedback.</p> <p>To really focus on Y2 and close the gap on national expectations.</p>	<p>Having 3 teachers across the year enabled smaller groups, more intense marking and feedback sessions and interventions.</p> <p>The impact on results has been huge as you can see in the KS1 table above.</p> <p>Our disadvantaged children have not only passed disadvantaged children nationally, they have also caught up with all pupils nationally which is fantastic achievement for our children considering their starting points.</p>
<p>Extra teacher in EYFS so that all children get quality first teaching from a qualified teacher.</p> <p>Teacher to work with EYFS and afternoon nursery to all disadvantaged children ready for the next step.</p> <p>(Sept 2014)</p>	£9000	<p>To improve education for all nursery and EYFS children.</p> <p>To get the children ready for full time education and start to close the gap.</p> <p>To give our children a better start and make progress towards goals.</p>	<p>All children now have quality first teaching across EYFS. Our children enter school significantly lower than their peers and quality first teaching is getting them ready.</p> <p>Progress through nursery is better than expected across all areas and children are getting closer to age related.</p> <p>Children are better prepared for the next step in their education and ready for going full time.</p>

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EYFS Nurture group for children who are not ready for their next steps and close the gap on peers. Room setup and resources (Sept 2014)	£16,596 £3000	Current reception class is biggest we have had being 36. To get the children who are not ready to make accelerated progress across all areas. To allow the children to learn at their pace in a smaller environment and to make progress.	Children across Nursery made at least 4.5 pts progress across all subjects which is better than expected. Children are more equipped for their next steps and ready to move to full time education.
Poverty Proofing the school day commission. (Nov 2014)	£3000	Grangetown in the top 5% in the country for poverty. Very high percentage of children at the school are classed as 'disadvantaged'.	Sara Bryson came into school and interviewed all children, staff and some parents. She has produced a report on the school in regards to how we poverty proof the school and areas we can work on. Action plan has been created from this and will be monitored termly.
Emergency extra intervention for Y6 disadvantaged pupils in mainstream class and in LSB. Extra teacher and booster class for 2 terms. (Feb 2015)	£20000	Children behind non-disadvantaged academically. Extra boost before end of year assessments focusing on disadvantaged children. Extra teacher to work with disadvantaged children.	Disadvantaged children made progress across all subjects. The gap between disadvantaged and non-disadvantaged closed across all subjects.
Attendance at the pupil premium conference. (March 2015)	£750	To gain a wider understanding of how to monitor, audit and apply Pupil Premium spending. To gather good practice in Pupil Premium spending.	Ideas taken from conference to be discussed and implemented where necessary. Conference to be relayed to staff in future staff meeting.
2 simple software throughout EYFS. Cost of equipment	£1000 for software, £1000 for hardware	To evidence children's work more effectively. To have another tool to show evidence of progress children have made.	Teachers are using 2simple software in all year groups, not only Nursery and Reception. Evidence of 2simple software in books and on Ipods.
Crisis	£5000	To support families or children that may go into crisis.	Support families with a number of issues: <ul style="list-style-type: none"> • Uniform • PE kit • Food bills