

Camestone Lower School

Pupil Premium Grant Expenditure Report December 2016

Named Governor for Pupil Premium: John Epton

Principles

At Camestone Lower School:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the school may consider include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1:1 support.
- Additional teaching and learning opportunities provided through trained TAs or external agencies.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Targeting the most able and more able pupil premium children.

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in Literacy and Numeracy

The school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Pupil Premium Grant (PPG) Allocation for 2015/16 Financial Year was: £75,240

The PPG allocation for 2015/2016 was used as follows:

Objective	Cost
Contribution towards creating smaller intervention teaching groups for reading, writing and maths.	£49,395
Enrichment of reading resources to support reading progress. Provision of a lunchtime Bug Club to support reading progress.	£1,400
Contribution towards the employment of a Family Support Worker to support children and families where there are issues that can present barriers to learning.	£14,762
Contribution towards the professional development training for teachers and teaching assistants. Training to focus on developing more effective practice resulting in improved attainment for all pupils.	£5,500
Employment of additional lunchtime supervisors to provide support for pupils in need.	£4,183

Measuring the impact of the PPG for 2015/16

Targeted work has impacted on the progress being made by Pupil Premium pupils across the school as follows:

Year 1

The results in the phonics screening check improved for the third successive year and 69% of the pupils achieved the expected standard compared to 57% in 2014 and 63% in 2015. Half of the Pupil Premium pupils achieved the expected standard compared to 70% nationally.

By the end of Year 1, 62% of the pupils were at age related expectations in reading; 60% in writing and 48% in mathematics. This shows an improvement in reading and writing on the 57% who achieved a good level of development at the end of Early Years in 2015. Mathematics will be a focus area for this cohort next year.

Pupil premium pupils achieved less progress than their peers and will need continued focused support in Year 2.

Year 2

The results in the phonics screening check at the end of Year 2 showed that 87% of the cohort had reached the expected standard by the end of Key Stage 1, which was an improvement on the 83% in 2015. By the end of Key Stage 1, 80% of the Pupil Premium pupils reached the expected standard compared with 86% nationally.

By the end of Year 2, 63% of the pupils were at age related expectations in reading; 59% in writing and 78% in mathematics. This shows an improvement on the 59% who achieved a good level of development at the end of Early Years in 2015, particularly for this cohort in mathematics.

Pupil premium pupils achieved slightly above the expected 3.5 points progress in reading and writing. Progress in mathematics was well above the expected 3.5 points progress.

Year 3

By the end of Year 3, 80% of the pupils were at age related expectations in reading and writing and 76% in mathematics. This shows an excellent improvement on the 38% who achieved a good level of development at the end of Early Years in 2015. It is also an excellent improvement on the 52% in reading; 33% in writing and the 45% in mathematics who

achieved a Level 2a+ at the end of year 2 in 2015. (Level 2a+ at the end of Year 2 is the nearest accurate comparison for age related expectations at the end of Year 3.)

By the end of Year 3 the pupils eligible for the pupil premium made progress in line with their peers.

Year 4

By the end of Year 4, 79% of the pupils were at age related expectations in reading; 83% in writing and 85% in mathematics. This is an excellent improvement on the 63% in reading; 40% in writing and the 55% in mathematics who achieved a Level 2a+ at the end of year 2 in 2014. (Level 2a+ at the end of Year 2 is the nearest accurate comparison for age related expectations at the end of Year 4.)

By the end of Year 4, the pupils eligible for the pupil premium made progress in line with their peers.

"The school is using additional funding effectively to narrow the gap between the attainment of pupils eligible for pupil premium and other pupils in the school. Money is allocated for additional help in reading, writing and mathematics so that these pupils make good progress across the school." Ofsted July 2013

Pupil Premium Grant (PPG) Allocation for 2016/17 Financial Year is: £71,780

The PPG allocation for 2016/2017 is planned to be used in the following ways:

- a) Contribution towards creating smaller intervention teaching groups for reading, writing and maths.
- b) Provision of a lunchtime Bug Club to support reading progress.
- c) Contribution towards the employment of a Family Support Worker to support children and families where there are issues that can present barriers to learning.
- d) Contribution towards the professional development training for teachers and teaching assistants. Training to focus on developing more effective practice resulting in improved attainment for all pupils.
- e) Employment of additional lunchtime supervisors to provide support for pupils in need.

Pupil Premium Funding

The Pupil Premium is allocated to children from low-income families who are eligible for free school meals and children who have been looked after continuously for more than 6 months.