

Camestone School

Pupil Premium Grant Expenditure Report December 2017

Governor Body members for Pupil Premium:

September 2016 to September 2017	John Epton
October 2017 to October 2018	Kay Burley & Michelle Sogga

Principles

At Camestone 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 2016/17 Financial Year was: £71,780

The PPG allocation for 2016/2017 was used as follows:

Objective	Cost
Contribution towards creating smaller intervention teaching groups for reading, writing and maths.	£51,080
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.	£15,500
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.	£1,000
Employment of additional lunchtime supervisors to provide support for pupils in need.	£2,800

Measuring the impact of the PPG for 2016/17

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 fourth successive year with 73%% of the pupils achieving the expected standard compared to 57% in 2014 and 63% in 2015 and 67% in 2016. 71% Pupil Premium pupils achieved the expected standard compared to 68% nationally.

By the end of Year 1, 58% of the pupils were at age related expectations in reading; 58% in writing and 51% in mathematics. This shows improvement in reading, writing and Mathematics on the 48% who achieved a good level of development at the end of Early Years in 2016.

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

Year 2

The results in the phonics screening check at the end of Year 2 showed that 88% of the cohort had reached the expected standard by the end of Key Stage 1, which was a slight improvement on 87% in 2016 and 83% in 2015. By the end of Key Stage 1, 80% of the Pupil Premium pupils reached the expected standard.

By the end of Year 2, 80% of the pupils were at age related expectations in reading; 71% in writing and 76% in mathematics. This shows excellent improvement on the 57% who achieved a good level of development at the end of Early Years in 2015. By the end of Year 2, 60% of the Pupil Premium pupils were at age related expectations in reading; 60% in writing and 70% in mathematics.

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

Year 3

By the end of Year 3, 81% of the pupils were at age related expectations in reading; 83% in writing and 84% in mathematics. This shows an excellent improvement on the 59% who achieved a good level of development at the end of Early Years in 2014 and is steady good

improvement on the 62% in reading; 58% in writing and the 77% in mathematics who achieved the expected standard at the end of year 2 in 2016.

By the end of Year 3 the pupils eligible for the pupil premium made slightly less progress than the expected 3.5 points and will need continued focused support in Year 4.

Year 4

By the end of Year 4, 79% of the pupils were at age related expectations in reading; 78% in writing and 79% in mathematics. This shows an excellent improvement on the 38% who achieved a good level of development at the end of Early Years in 2014. This 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 with regard to the revised National Curriculum)

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

“Leaders generally spend additional pupil premium funding effectively. Resources are used to promote both the academic and personal development of this groups of pupils.”

Ofsted April 2017

Pupil Premium Grant (PPG) Allocation for 2017/18 Financial Year is: £58,080

The PPG allocation for 2017/2018 is planned to be used in the following ways:

- a) Contribution towards creating smaller intervention teaching groups to reduce identified barriers to learning.
- 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.
- f) Provision of an activity club to support regular attendance and well-being.

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.