

## Barton St Peter's Church of England Primary School

### Pupil Premium September 2015 – July 2016

Number of pupils on roll September 2015 -	262	
Number of pupils eligible for Pupil Premium -	68/262 = 26%	
	70/260 = 27% of pupils on roll (October census 2015)	
	71/263 = 27% of pupils on roll (January census 2016)	
Amount received per pupil -	£1320	
Total amount received April 2015 - March 2016 - £ 104,880		
<p>This money will be specifically used to support pupils in the following ways –</p> <ol style="list-style-type: none"> <li>1. Implementation of the Read Write Inc. (RWI) scheme for Phonics including training and resources followed by small group and 1:1 teaching for pupils of all ages. <span style="color: green;">This has been an effective use of the money because children have been in very small groups for phonics teaching and have achieved a 13% increase from last year's Year 1 Assessment with 90% of all year 1 children passing the test.</span></li> <li>2. Targeted intervention with building social and emotional skills to enable some learners to engage more effectively with learning. <span style="color: green;">This has been an effective use of the money because teaching staff have identified specific children who are engaging more effectively within school.</span></li> <li>3. Intensive 1:1 tuition for a language/speech programme for pupils in Foundation and KS1 – <span style="color: green;">Please see point 1</span></li> <li>4. Targeted support for Reading in Year 5 and Year 6. <span style="color: green;">This has not been as effective as expected and is being reviewed.</span></li> <li>5. Additional resources – Fresh-start materials, maths resources. <span style="color: green;">This has not been as effective as expected and is being reviewed.</span></li> <li>6. Additional support for children with English as an additional language <span style="color: green;">This has been an effective use of the money because children are now able to communicate their thoughts and feelings appropriately to those around them using English as a second language and the majority are achieving age related expectations.</span></li> <li>7. Investment in wider school opportunities such as visits and additional Music lessons. <span style="color: green;">This has been an effective use of the money because children have passed their Music exams with flying colours. They were also able to experience a wide range of activities including residential visits which enhanced their knowledge of the local community and wider area. Staff provided support for children on visits to secondary school to enable smooth transition.</span></li> <li>8. Specific targeted support from a counsellor. <span style="color: green;">This has been an effective use of the money because teaching staff have identified specific children who are engaging more effectively within school.</span></li> <li>9. Forest school training and resources for specific staff to engage/support those children who require a different style of teaching/learning. <span style="color: green;">This has been an effective use of the money because staff are now fully trained and those children engaged in these activities have become much more focused within lessons and</span></li> </ol>		<p>Approximate costs are as follows -</p> <ol style="list-style-type: none"> <li>1. £26,000</li> <li>2. £9,000</li> <li>3. £8,400</li> <li>4. £15,300</li> <li>5. £5,000</li> <li>6. £400</li> <li>7. £3,200</li> <li>8. £923</li> <li>9. £3,000</li> </ol>

<p>their self-esteem has increased. Teaching staff have also identified specific children who are engaging more effectively within school.</p> <p>10. Appointment of a Learning Mentor to support individual children and families with the engagement in school and education to support learning. This has been an effective use of the money because this appointment has impacted on attendance with unauthorised absences down to 0.87% compared with 1% for 2015 and attendance consistent at 96%.</p> <p>11. Appointment of a Play supervisor to support the development of social skills in children. This has been an effective use of the money because teaching staff have identified specific children who are engaging more effectively within school.</p> <p>12. Puzzle day to engage children and families in a different more practical approach to problem solving - plus resources. The resources school purchased have seen children more engaged in Maths puzzles as a way of enjoying problem solving. However there was a disappointing level of support from parents at the events</p> <p>13. Words count training and resources to encourage children to read a wide range of genres. Staff are now trained and 8 children have been consistently reading on a regular basis for the summer term. However this would have been more effective if more parents were involved (only 4 parents attended the meeting).</p> <p>14. Book shop within school to encourage children to read good quality books. This has been an outstanding success with more children reading high quality books.</p> <p>15. Activities/clubs to promote self-esteem, social skills and the Arts. This has been an effective use of the money because 8 children have achieved the Primary Arts Award</p> <p>16. Training to ensure good quality first teaching. There has been some success in this area. This is a continuous project as we have new staff.</p>	<p>10. £10,200 (September to March)</p> <p>11. £1,400 (December to March)</p> <p>12. £2,500</p> <p>13. £2,000</p> <p>14. £500</p> <p>15. £2,000</p> <p>16. £15,000</p>
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Total Pupil Premium expenditure	Total £104,823
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The impact of using this money has resulted in – (Please also see above evaluations in green)

**Results for Pupil Premium Children**

**Foundation**

Number of pupil premium children in cohort – 11/49 = 22% (others – 38/49 = 78%)

4/11 = 36% achieved a Good Level of Development (others – 31/38 = 81%)

All together Foundation children achieved a Good Level of Development in –

Language (73%) Understanding (73%) and in speaking and Listening (73%)

**Year 1**

Number of pupil premium children in cohort – 6/29 = 21% (others – 23/39 = 79%)

5/6 = 83% achieved the phonic screening test (others 21/23 = 91%)

**Year 2**

Number of pupil premium children in cohort – 12/37 = 32% (others – 25/37 = 68%)

100% achieved the phonic screening test

4/12 = 33% achieved the standard in Reading (others – 21/25 = 84%)

3/12 = 25% achieved the standard in Writing (others – 18/25 = 72%)

4/12 = 33% achieved the standard in Maths (others – 20/25 = 80%)

**Year 6**

Number of pupil premium children in cohort – 27% (others – 27/37 = 73%)

2/10 = 20% achieved the standard in Reading (others – 16/27 = 59%)

3/10 = 30% achieved the standard in Writing (others – 23/27 = 85%)

2/10 = 20% achieved the standard in Maths (others – 20/27 = 74%)

1/10 = 10% achieved the standard in Grammar, Spelling and Punctuation (others 18/27 = 67%)

1/10 = 10% achieved the combined standard in Reading Writing and Maths (others 15/27 = 55%)