

Pupil Premium Grant (PPG) 2012-13

The aim of the Government's Pupil Premium is to raise attainment among disadvantaged children. It provides additional funding for disadvantaged pupils to ensure they benefit from the same educational opportunities as pupils from wealthier families.

Our aim is that teaching and learning opportunities are inclusive and meet the needs of all pupils. We support the progress of all groups who are vulnerable to underachievement. Pupils in receipt of the premium represent one of these groups.

We recognise that not every pupil who is socially disadvantaged is making less than expected progress in school. As such pupil premium funding will be allocated following the analysis of which pupils will benefit the most from its support.

As research suggests, that in-class experiences are a vital part of ensuring good progress for all pupils. Our use of the pupil premium grant is therefore used in two main ways; first directed at maintaining a core of staff who will lead on the issues of inclusive teaching and providing high quality feedback to students and second deploying teaching staff and support staff to provide on-going support through intervention programmes.

Our work is aimed at ensuring that progress is at least in line with national figures and that attainment gaps between groups of pupils are reduced.

While all subject areas will benefit from the work we do using the PPG, there remains a focus on English and Mathematics as these are vital for progression into secondary school. With a focus on literacy and numeracy our work can sometime take the form of overcoming behavioural, emotional and social barriers which prevent learning, for example in the form of counselling.

Grange Community Junior School Pupil Premium Grant for 2012-13 was:

Total number on roll	208
Total number eligible for PPG (based on census Jan 13)	86
Amount of PPG received per pupil	FSM £900
Amount received CSF per pupil	CSF £300
Amount received LAC	LAC -nil
Total amount of PPG received	FSM - £68,400
	CSF- £3,000
	LAC - nil
	TOTAL £71,400

Sept 12-Jul 13

The Governing Body of the school have spent as follows:

Intervention	Description	Allocation %	Outcome
Additional staffing Providing individual or small group tuition programmes for those children who need a boost to their learning in order to reach their potential; for example small group reading, writing or maths tuition	1xTA year 3 and 4 small group English work	73%	The three group system has proved successful for the teachers and pupils. We plan to work with this model next year to lower the ratio of teacher to children. Pupils have reported that booster classes have helped them enormously. TA's have reported that they are feeling more motivated as they are seeing a greater number of children making improvements in their work. Reports from TA's suggest that many pupils have increased levels but have also improved in other areas such as increased vocabulary, increased confidence, independence as learners, resilience, behaviour, concentration, motivation, attending homework club. IEPs are more effective and ensure interventions are not continually repeated.
	2 x TA year 3-6 Small group Maths work		
	0.2 teacher year 5 and 6 English and maths catch up booster work		
	5 hours per week breakfast club year 5 small group English from May-July 2013		
	Summer school 2 weeks x 4 teachers		
Staff training to provide interventions to pupils	Precision teaching x9TAs 1 xSENCo 1 st class @number 2xTA Catch up maths x9TAs1xSENCo Speech and language TAx3 days Wave 3 interventions 1 x SENCo 1 xTA	4%	TA's feel more confident in delivering interventions. Tracking interventions shows holds accountability for TA's and allows school to work on what is more effective Maths intervention 1st class at number average gain in years = 1.43. (highest 2.32, lowest 0.7) in 12 weeks. 1 month teaching = 4 months progress Reading age after various interventions went up 0.6 months (highest 2 years, lowest – no improvement) in 12 weeks 1 month teaching = 2 months progress Reading comprehension after comprehension 1:1 went up 0.59 months (highest 2years 1month, lowest no improvement) in 12 weeks 1 month teaching = 2 months progress Spelling age after various interventions went up 0.6 (highest 1 year 6 months, lowest no improvement) 1 month teaching = 2 months progress
Additional staffing to support any social and emotional barriers to learning, such as the school councillor	9 hours ELSA per week 3 hours per week school councillor	21%	Reports from TA's suggest that many pupils have increased levels but have also improved in other areas such as increased vocabulary, increased confidence, independence as learners, resilience, behaviour, concentration, motivation, attending homework club.
Providing access to the curriculum through heavily subsidised school trips, extracurricular activities and books to promote reading.	Supporting cost of visit to Gordon Brown Centre Supporting pupil to attend school residential	1%	Pupils take part in experiences that they would otherwise miss out on. The benefits experiences provide are many including; social interaction, health, offering starting points or writing, emotional and mental wellbeing
Providing resources to boost learning such as equipment to aid independent learning.	Talking tins	0.2%	Improvement in writing of pupils. Talking tins allows them to speak a sentence, record it and write it including punctuation.

Other work

Hampshire 100's project (HHP)

In 2013 We took part in a research project with University of Durham and London school of Economics. The point of the project was to look into ways to support vulnerable learners to obtain greater achievement at school. At the end of the project 61% of pupils had improved attendance and most pupils had made gains in Reading, Writing and Maths

Green =in line or above national expectations
 Red = below national expectations
 PPG =Pupil premium grant
 CSF=Children from service families
 LAC=Looked after children
 APS=Average point score – the numerical value given to the standard of work achieved

The gap in attainment between pupils receiving PPG and pupils who do not closes as pupils move through the school. By the end of Key stage 2 pupils in year 6 who receive the PPG are making better progress than those who don't receive PPG.

Year 3

Attainment in APS							
	PPG 42% of cohort	NON PPG	Gap	E6FSM 33%	E6FSM - SEN	CSF 9%	LAC
Maths	17.4	20	-2.6	17.8	18.6	15.8	0
Reading	17.5	21	-3.5	17.8	19.3	16.6	0
Writing	15.9	18.5	-2.6	16	16.8	15.4	0
TOTAL APS	16.9	19.8	-2.9	17.4	18.2	15.9	

Year 4

Attainment in APS							
	PPG 37% of cohort	NON PPG	Gap	E6FSM 22%	E6FSM - SEN	CSF 7%	LAC
Maths	21.2	22.2	-1	20	21.7	22	0
Reading	22	23	-1	21.1	22.6	22.5	0
Writing	19.8	20.9	-1.1	19.3	20.8	20	0
TOTAL APS	21	22	-1	20.1	21.7	21.5	

Year 5

Attainment in APS							
	PPG 44% of cohort	NON PPG	Gap	E6FSM 40%	E6FSM - SEN	CSF 4%	LAC
Maths	23.1	23.7	-0.6	25.1	26.4	23	
Reading	24.9	24.6	+0.3	25.3	27	21	
Writing	22.2	22.4	-0.4	22.2	23.9	22	
TOTAL APS	23.7	23	-0.4	24.2	25.7	22	

Year 6

Attainment in APS							
	PPG	NON PPG	Gap	E6FSM	E6FSM - SEN	CSF	LAC
Maths	27.3	28.2	-0.9	27.6	27	27	
Reading	27.1	28.2	-1.1	27.1	27	27	
Writing	26.4	28.7	-2.3	26.4	27	27	
TOTAL APS	26.9	28.4	-1.5	27	27	27	

Progress in APS TAKEN FROM KS1-KS2 ave expected = 12							
	PPG	NON PPG	Gap	E6FSM	E6FSM - SEN	CSF	LAC
Maths	12.9	12.4	+0.5	12.9	15.1	12	
Reading	12.5	11.4	+1.1	12.5	13.5	14	
Writing	14.7	14.7	0	14.7	16.6	14	
TOTAL APS	12.8	12.8	+0.5	13.5	15.1	13.3	

How we plan to spend money in 2013-14

- Teaching Assistants to work with pupils on interventions
- Arrange pupils into smaller groups to lessen the ratio of teacher to pupil
- Pupils to take part in enrichment activities, particularly able pupils who will benefit from additional workshops and clubs