

STANLEY PARK JUNIOR SCHOOL
PUPIL PREMIUM GRANT (PPG): 2014/2015
Reporting to Parents

Overview of the school

Number of pupils and pupil premium grant (PPG) received 2014/15	
Total number of pupils on roll	360
Total number of pupils eligible for PPG	56
Amount of PPG received per pupil	£1300
Additional PPG received	£5700
Total amount of PPG received	£74,600

Nature of Support 2014/15

- We recognise that not all pupils on the Pupil Premium Register (PPR) will be socially disadvantaged but we are committed to providing a variety of opportunities that can enrich their lives further.
- We also recognise that not all vulnerable pupils are registered or qualify for the Pupil Premium Grant (PPG). We reserve the right to support any pupil or groups of pupils that the school has legitimately identified as being disadvantaged.
- The pupil premium budget is aimed at accelerating progress moving children to at least age related expectations and expected rate of progress in Literacy and Maths.

Focus of PPG spending outside the Curriculum 2014/15

Social Inclusion

- We provide a variety of financial support for children on the PPR, as agreed with parents/carers e.g. school uniform, access to fee paying clubs, musical tuition, home laptops, PTA fundraising events (Disco and Christmas Secret Presents)
- We provide reduced cost access to other school enrichments e.g. school visits and end of key stage residential.
- We also provide financial support for inclusion in all school events e.g. providing book tokens for children to use at the book fair and provide recorders so children can join in class lessons.

- We provide parental drop-ins for any-one who values extra time to share their worries and concerns about their child. This includes sign-posting to outside agencies that would be able to provide more extensive guidance and/or support.

Pupil Health & Well-Being

- We provide individual and small group support for any children with emotional worries and/or social interaction difficulties. This is available from one of four trained Emotional Literacy Support Assistants (ELSA) or our Higher Learning Teaching Assistant (HLTA) for Inclusion. Where higher level intervention is required, we involve outside agencies.
- We provide early morning Brain Gym that enables increased opportunity for motor development, social interaction and memory extension through the times tables.

Enrichment

- We provide a variety of targeted enrichments for children on the Pupil Premium Grant (PPG) e.g. Film Club.
- We provide early morning Computer Access that enables increased opportunity for personalised computer learning and access to homework tasks.
- We provide school projects that promote life skills e.g. Early morning peer mentor reading club, Year 4 Whole School Strings (violin and cello), Year 6 Ryelands' Care Home project and Let's Get Cooking project.
- All year groups have started an Allotment and Outdoor Learning Project; this promotes an interest in growing healthy food and a love of nature.

New for 2014-2015

- Homework club four times a week to support children who struggle to get their homework completed at home.
- Small group teacher interventions for PPG children

Focus of PPG Curriculum Spending 2014/15

- Children on the PPR are monitored carefully by the class teachers, literacy and maths leaders and the leadership team. Children may be identified for specific additional learning support to reach their potential. PPR children have a focus on teachers appraisals.
- All children on the PPR are offered the opportunity to have a Learning Coach in school. They have regular contact with the child and encourages their confidence and access to learning. They also keep close contact with parents through the home-school book.
- We provide individual and group interventions that are targeted directly to the needs of the children. This may involve support for gifted children, children with English as an Additional language, children with concentration difficulties, children identified on the Special Educational Needs register, children who are not making expected progress or

children who need a catch up or extension programme.

- These interventions are provided by teachers and trained teaching assistants. They follow an agreed programme of support, and progress is evaluated regularly. Some children were identified for 1-1 teacher tuition.
- Personalised learning is also provided through computer programmes for maths (RM) and also spelling and reading phonemes (LEXIA).
- Read-Write Inc and Reading Fresh Start programmes have been set up for children to work individually or in pairs to promote a deep understanding of decoding skills.
- A new reading scheme that promotes a love of reading has been purchased to motivate low ability readers through age appropriate texts. These texts build on the comprehension skills needed to access learning across the curriculum.

Identification of Funding Allocation 2014/15

Personnel

- Learning Coaches for all children on the Pupil Premium Register who require it.
- Four Emotional Literacy Support Assistants.
- Higher Level Teaching Assistant for Inclusion (Attendance, Pastoral Care, Social Interaction, Learning Support Groups, Film Club, Brain Gym).
- Higher Level Teaching Assistant for ICT (Personalised Learning- RM & Lexia, Reading Peer Tutoring,).
- Teaching Assistant Intervention Hours
- Teacher Intervention for Small group intervention
- Deputy Head
- SENCO / Assistant Head interventions

Resources

- Social Inclusion Budget
- My Maths, RM and LEXIA Computer Licence costs
- Reading for Thinking Books
- Dyslexia friendly exercise books
- Multi-sensory resources eg. Stile Phonics

Measuring the Impact of PPG spending (Impact on Year 6 Test Results)

	2012 (15 children)		2013 (11 children)				2014 (16 children)			
	English	Maths	Reading	Writing	Spelling Punctuati on and Grammar	Maths	Reading	Writing	Spelling Punctuati on and Grammar	Maths
No of children at Level 4	14 (93%)	14 (93%)	8 (73%)	9 (82%)	6 (55%)	7 (64%)	16 (100%)	16 (100%)	12 (75%)	16 (100%)
No of children at Level 5	4 (26%)	7 (50%)	1 (9%)	0 (0%)	2 (18%)	2 (18%)	(63%)	(38%)	(69%)	(38%)
No of children making expected progress	14 (93%)	12 (86%)	8 (73%)	10 (91%)		7 (64%)	15 (94%)	16 (100%)		15 (94%)
APS of children receiving PPG	28.2	28.6	25.9	25.9	24.8	25.9	30.8 (Level 5C)	29.3 (Level 4A)	30 (Level 4A)	30.4 (Level 4A)
Gap between the APS of PPG children and non-PPG children.	- 2.2	- 2.9	-3.3	-2.4	-4.0	-3.6	-0.4	-0.9	-2.4	-2.1

School Attainment is evaluated against the Average Point Score (APS)