

## Farington Moss St. Paul's Church of England Primary

### Pupil Premium Grant Expenditure: 2015/16

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#### Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>
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Total number of pupils on roll <b>176</b> (September 2015)
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Amount of PPG received per pupil £1320 plus Pupil premium plus £1900
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<b>Total amount of PPG received £29 620</b>
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<b>Previous performance pupils</b>
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(pupils eligible for free school meals or in local authority care for at least 6 months)
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Following assessment of pupil performance the following areas were identified for intervention support.
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| <ul style="list-style-type: none"> <li>• Further improve writing</li> <li>• Maintain good progress in early reading, phonics and writing</li> <li>• Challenge to support all pupils in mathematics as well as ensuring challenge for all pupils</li> <li>• One to one tuition for Lower KS 2</li> <li>• Small group tuition for Lower KS2</li> </ul> |
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<b>Summary of PPG spending 2015-16</b>
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<b>Objectives in spending:</b>
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| <ul style="list-style-type: none"> <li>• To provide one to one support and small group support to ensure progress in reading and phonics</li> <li>• To provide nurture support</li> <li>• To reduce KS2 class sizes to enable teachers to target support effectively for FSM pupils</li> <li>• To increase teacher and teaching assistant support for pupil premium children to improve basic literacy skills</li> <li>• To raise the achievement of children receiving FSM in phonics and early reading and writing skills</li> <li>• To challenge FSM pupil to reach their full potential in mathematics.</li> </ul> |
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<b>Summary of spending and actions taken:</b>
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| <ul style="list-style-type: none"> <li>• Continued provision of an additional class and teacher to allow for targeted support and smaller class sizes</li> <li>• Provision of extra HLTA and teaching assistant hours to target these children who need support to reach at least expected standards in phonics, reading and writing</li> <li>• Head teacher time to teach phonics for Y.1 and Y.2 pupils</li> <li>• Provision of teacher support for one to one &amp; small group Mathematics &amp; English, focus on reading comprehension tuition weekly</li> <li>• Nurture groups</li> </ul> |
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<b>Outcomes to date</b>
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| <ul style="list-style-type: none"> <li>• Impact on SAT results 2015: Analysis confirms that pupils with FSM made good</li> </ul> |
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progress. KS2 value added in all subjects was broadly average for disadvantaged pupils and those who have special needs. Focused tracking has impacted on appropriate provision for these pupils. In 2013/14 5 children with ever 6 -60% achieved level 4. This improved to 100% in 2014/15. There is a similar upward trend in reading with 86% attaining level 4 in reading an improvement from 60% in 2013/14.

- The proportion of Y.1 pupils that met the expected standard in phonics was above the national figure including FSM pupils, one attained 40/40 and one pupil was one mark off the pass mark. Pips indicates for Y.1 FSM pupils reading is in line or above expected and in mathematics broadly in line with expected.
- KS1 2015: Some pupils are making expected progress and some pupils with special needs requiring support in maths and writing. A current focus of support in 2015-16
- Pupil premium plus pupil (2015) attained expected in reading and mathematics and is developing in writing.
- Our school pupil premium cohort is below national average. From their starting point the pupils are making at least expected progress and in some areas good progress.
- Pupil progress meetings and assessments indicate the current progress for autumn 2015 indicates:
- EYFS: Progress from very low on entry starting points in all areas, particularly literacy and number, for one pupil continues to be slow but has more understanding of number. For one pupil low entry point for reading and letter recognition progress is within the expected range and making steady progress.
- KS1: good progress is being made in phonics towards expected standards and standards in writing is improving.
- Lower KS2: some pupils are making expected progress particularly in mathematics and some pupils require support with basic literacy skills. Pupils with SEN are supported with basic literacy and mathematics skills.
- Upper KS2: the cohort again is very small and all pupils are making good progress from their starting points. One pupil is making expected progress and is on track in all areas of the curriculum. Other pupils are working at age related expectations in some subjects, particularly reading and are developing in others.