

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

## Pupil Premium Grant Expenditure: 2016/17

### Overview of the school

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| <b>Number of pupils and pupil premium grant (PPG) received</b>       |
| Total number of pupils on roll <b>191</b> (September 2016)           |
| Amount of PPG received per pupil £1320 plus Pupil premium plus £1900 |
| <b>Total amount of PPG received £29 620</b>                          |

### Barriers to educational achievement

- **Language development**
- **Global development delay**
- **Pre-school experience**

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| <b>Previous performance pupils</b><br>(pupils eligible for free school meals or in local authority care for at least 6 months)  |
| Following assessment of pupil performance the following areas were identified for intervention support.   |
| <ul style="list-style-type: none"><li>• Further improve attainment in Writing, Reading and Mathematics combined</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 KS2</li><li>• Small group tuition for Lower KS2</li></ul> |

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| <b>Summary of PPG spending 2016-17</b>  |
| <b>Objectives in spending:</b> <ul style="list-style-type: none"><li>• All Pupil Premium funding has been allocated and spent in the following areas:</li><li>• To provide one to one support and small group support to ensure progress in reading and phonics</li><li>• To provide focused support during lunchtime activities e.g. Energy club</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 &amp; numeracy 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> </ul>   |
| <ul style="list-style-type: none"> <li>Provision of extra teaching assistant hours to target these children who need support to reach at least expected standards in phonics, reading and writing</li> </ul>   |
| <ul style="list-style-type: none"> <li>Head teacher time to teach additional phonics for Y.1 and Y.2 pupils</li> </ul>   |
| <ul style="list-style-type: none"> <li>Provision of teacher support for one to one &amp; small group Mathematics &amp; English, focus on reading comprehension tuition 3x week</li> </ul>  |
| <ul style="list-style-type: none"> <li>Lunch time Energy club- the club encourages children to take responsibility for supervising play activities and supporting one another.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Provision of funds for pupils to attend the Outdoor &amp; Adventure visit and access the broad and balanced curriculum.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Provision of funds to enable pupils access enrichment activities e.g. judo, fencing, museum trips, zoo visits, theatre visits</li> </ul>  |
| <p><b>Outcomes to date</b></p> <ul style="list-style-type: none"> <li>Impact on SAT results 2016: Analysis confirms that pupils in the Y.6 cohort made good progress. Combined reading, writing and mathematics was 72% well above national average.</li> <li>The proportion of Y.1 pupils that met the expected standard in phonics was above the national figure including FSM pupils, one attained 39/40 and one pupil attained 37/40. 97% of pupils attained the expected level in phonics in 2016.</li> <li>KS1 2016: The numbers are small and progress and some pupils with special needs requiring support in maths and writing. A current focus of support in 2016-17</li> <li>Pupil premium plus pupil (2016) attained expected in grammar, punctuation &amp; spelling, science and mathematics and is developing in reading and writing.</li> <li>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.</li> <li>Pupil progress meetings and assessments indicate the current progress for autumn 2016 indicates:</li> <li>EYFS: No pupils</li> <li>KS1: good progress is being made in phonics towards expected standards and standards in writing is improving. A small number of pupils are receiving additional support for phonics and basic literacy skills</li> <li>Lower KS2: the cohort is small and pupils are being supported with one to one and small group teaching of basic literacy and mathematics skills.</li> <li>Upper KS2: the cohort again is very small and all pupils are making good progress from their starting points. Two pupils are making expected progress and are on track in all areas of the curriculum. Other pupils are working at age related expectations in some subjects, particularly GPS</li> <li>and are developing in others.</li> </ul> <p><b>Outcomes in 2017 will be measured at the summative assessment stage in July 2017. This will take the form of teacher assessment, Lancashire Maths tests, Rising Stars Assessments, Phonics check, SATs, pupil progress meetings and transition meetings.</b></p> |

