



# Pupil Premium Grant Expenditure: Report to Governors – 2014/15

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## Principles

At Caister Junior the funding received through Pupil Premium is carefully ring-fenced so that it is spent on the target group of pupils. We have the highest expectation of all our pupils and although some 'disadvantaged pupils' at Caister Junior are low ability others achieve the highest levels.

Through our Pupil Progress meetings we thoroughly identify which pupils are underachieving, particularly in English & Mathematics and use research evidence to allocate funding to the activities that were most likely to have an impact on improving achievement. We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner and the importance of giving pupils clear, useful feedback about their work, and ways that they could improve it. All class teachers know which pupils are eligible for Pupil Premium so that they can take responsibility for implementing strategies for accelerating their progress, and they are accountable for the progress of these pupils through the performance management process.

At Caister Junior support to raise achievement is personalised according to each individual. We use our knowledge of pupils and their families to identify potential barriers to individual pupils attaining their goals, and use the funding flexibly to overcome these barriers. We are committed to ensuring that talented pupils fulfil their potential in a particular subject or skill because of a lack of opportunities outside of school, or a lack of family finances so funding is used to support these pupils in experiences and skills beyond their academic gains. We carefully consider and provide well-targeted support to improve attendance, behaviour and build links with families where these are barriers to a pupil's learning. Through careful monitoring and evaluation we can show the positive impact of our spending on the outcomes for pupils.

Our governors oversee and review the expenditure and allocation of the Pupil Premium Grant to ensure it is used effectively and key targets are met. They do this via a separate committee and having a specific governor allocated with the task of ensuring statutory requirements are fully met. Pupil Premium is a constant agenda item at governor meetings to ensure it remains a key focus for all.



## Overview of the School

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	352
Total number of pupils eligible for PPG	109
Amount of PPG received per pupil	£1,300
<b>Total amount of PPG received</b>	<b>£118,224</b>

<b>Previous performance of disadvantaged pupils</b> (pupils eligible for free school meals or in local authority care for at least six months) Numbers in brackets represent non-pupil premium pupil progress		
	<b>2013</b>	<b>2014</b>
% of pupils making expected progress in Reading	<b>88%</b> (88%)	<b>100%</b> (91%)
% of pupils making expected progress in Writing	<b>100%</b> (100%)	<b>100%</b> (100%)
% of pupils making expected progress in Maths	<b>94%</b> (92%)	<b>92%</b> (89%)



## Summary of PPG spending 2014/15

### Objectives in spending PPG:

Improve school attendance of those pupils eligible for the PPG

Reduce any achievement gap between those pupils eligible for the PPG and those who are not.

Improve engagement of those pupils eligible for PPG

To employ additional intervention and inclusion support from qualified teachers, to provide additional teaching hours for children who need to make accelerated progress to catch up if they have fallen behind. This includes all children who are eligible for Pupil Premium as well as other children vulnerable to underachievement due to a range of factors. As we make improvements school-wide, the performance of these children will improve in line with all our pupils as we recognise this group have underachieved in previous years.

Employ extra support staff (teaching/nurture/pastoral) to provide social and emotional support to vulnerable pupils whose needs were impacting on learning and progress, and to provide interventions for individual children.

To provide support for individual pupils on FSM who have social difficulties and need help at different times of the day, specifically through Thrive

Use School Fund to support children eligible for Pupil Premium funding with the cost of visits, trips, residential and club fees.

### Summary of spending and actions taken:

Specialist teacher & support focus on maths and literacy through small group and individual teaching. We employ an outstanding teacher to support early intervention in year 6 and a teaching assistant to deliver literacy intervention programmes throughout the school. Both have a focus on closing the gap and Pupil Premium children as well as other vulnerable children requiring support.

Using the Thrive programme staff support children with individually designed interventions to impact on literacy or social difficulties, ensuring that they are able to access specific programmes designed around their individual needs.

The PPG is focused on improving skills in reading, writing and maths; this can be through interventions focused directly on these subjects, or they are strategies to ensure greater inclusion and therefore better progress in basic key skills and learning.

### Outcomes to date:

Improvement evident in Pupil Premium eligible children in reading, writing and maths. Gaps in attainment still evident though improvements are clear as a result of focused interventions.

Specific strategies combine early intervention with specific catch-up programmes for older pupils. Specific teaching interventions in Year 6 are showing success in targeting identified pupils and enabling them to accelerate their progress towards KS2 outcomes

Thrive supports vulnerable pupils and ensure they make good progress in school as well as safeguarding their well-being so that they attend regularly and are able to access the planned interventions and main curriculum activities

Emotional support for specific pupils is successful in a reduced risk of exclusion



## Record of PPG spending by item/project 2014/15

Item/project	Cost	Objective	Outcome
Nurture provision	£45,859.74	<p><b>Behaviour for Learning:</b></p> <ul style="list-style-type: none"> <li>boundaries, enforce Golden Rules, the importance of rules, why we have them and why we follow them</li> <li>playing with them (modelling how to play), sharing, turn taking, winning and losing</li> <li>listening to children, seeing &amp; hearing the 'invisible' children, giving them attention, talking about consequences for our behaviour</li> <li>concentrating on individual needs - behaviour, low self-esteem, confidence, etc</li> <li>routines and expectations in the classroom</li> </ul>	The emphasis of the groups is to put the foundations in for the child to learn and understand the expectations of the classroom.
Additional TA working with small groups in lower KS2 15 hours per week in Literacy & Numeracy	£8,154	Phonics - RWI Maths group Fine motor skills Nurture group Catch Up Literacy intervention Individual reading	To accelerate progress and prevent the pupil falling behind their peers. Additionally, pupils who have their learning needs addressed are less likely to develop emotional and behavioural issues and disengage from learning.
Enrichment Provision	£1,000	Pupils have all or most of enrichment activities, on & off school site paid for	Children have the opportunity to take part in educational visits. Children are motivated to come to school and enjoy taking part in educational visits which supports their learning
Specialist teaching resources	Read/Write Inc ~ £1,000 Fine motor skills ~ £100 ICT resources ~ £3,900	Raise use of phonics in the classroom, particularly in lower school Use iPads within small intervention groups	Continuing development of phonics from KS1 for those pupils who need additional input



Specialist staffing provision	£46,439.14	Two specialist pastoral mentors to work with pupils across the school.	To maintain structured environment during unstructured time enabling pupils to maximise learning during lessons.  Restorative approach to behaviour management
Specialist teaching	£12,523	Outstanding teaching practitioner to deliver intervention for foundation subjects to raise attainment	Ensure that pupil premium pupils make at least as good progress as their peers & raise attainment
Thrive training	£6,470	Training for three Thrive practitioners & one family Thrive practitioner Ensuring vulnerable children are positively engaged in learning and able to apply strategies to support their inclusion	Support development gaps & enable pupils to successfully access main curriculum. Children are attending school and engaging with learning; families also feel supported and this is reinforcing pupils' progress
Additional resources	£3,451.50	Specialist teaching resources & rewards to encourage better attendance & support Thrive programme of activities These children are attending school regularly and are able to access learning opportunities across the whole curriculum	Improve attendance levels for pupil premium pupils

<b>Total PPG received</b>	£118,224
<b>Total PPG expenditure</b>	£128,897
<b>PPG remaining</b>	n/a

*Reviewed by Governors May 2015*