

STUART ROAD PRIMARY SCHOOL

Pupil Premium report 2015-16



STUART ROAD

PRIMARY SCHOOL

growing every day

Pupil Premium funding is used to assist all schools in providing additional support to pupils receiving Free School Meals and pupils in Service families in order to ensure that they are given the opportunity to achieve their best.

PRINCIPLES

We at Stuart Road ensure that we use pupil premium funding to address all the needs of our target groups including academic and social /emotional needs.

PROVISION

In 2015/16 the Pupil Premium Grant Allocation was £91,340. The school's Governors and Headteacher targeted the PPG towards the following provision:

Area of spend	Contribution from Pupil Premium	Description of intervention	How impact is to be measured	Impact of intervention			
KS2 0.6 Intervention teacher	£27,982	Accelerated Progress targeted pupils across KS2 receive smaller group intervention and additional booster sessions in English and Maths	Pupil progress		National	Stuart Road	Gains
				Reading	-0.7	-0.5	+0.2
				Writing	-0.3	-0.9	-0.6
				Maths	-0.5	-0.4	+0.1
Early Years 0.8 teaching assistant	£867	Accelerated Progress targeted pupils across Foundation to receive smaller group intervention and 1:1 support	Pupil progress	The gap in all areas between PP children and the rest narrowed. At the end of the year there were 11 PP children. 5 children achieved GLD with 2 children missing GLD by 1 aspect. 1 PP child arrived very late in the year with low attendance. All PP children were below ARE on entry but all made progress towards the ELGs or achieved the ELGs. The PP children that achieved GLD all entered school well below ARE in at least 1 aspect. The PP TA enabled all children to make good progress towards the ELG from their starting points.			

KS2 Teacher	£16,690	Support to raise attainment in Year 5 and Year 6.	Pupil progress	Overall intervention had a positive impact on the KS2 SATS results with the school exceeding the National floor standard and also attaining positive progress measures in each subject
Learning Mentor Support X 2days a week	£3360	Supporting vulnerable pupils to acquire confidence and resilience socially, emotionally and academically.	Reduction of incidents and increased engagement in lessons.	Evidence points to increased confidence and engagement in learning in class. Pupil profiling and book monitoring has shown improved standards in workbooks, improved quality of work presented and higher levels of engagement in learning.

School counsellor X 1 day a week	£5600	Supporting vulnerable pupils to acquire confidence and resilience socially, emotionally and academically.	Reduction of incidents and increased engagement in lessons.	Evidence points to increased confidence and engagement in learning in class. There is higher levels of engagement and fewer recorded incidents of disruption.
Extended provision to the after school club	£800	To provide for wider social interactions with peers To promote sociable and responsible behaviour.	Ability to interact with other children in and out of class.	Pupil conferencing shows that the children concerned have developed a wider range of friends and have improved the ability to manage social interactions.

<i>Contributions to educational visits</i>	<i>£1500</i>	<i>To enable pupils to engage in activities that will enhance their learning beyond academia. Social interactions with peers.</i>	<i>Evidence that the children have engaged in learning beyond the classroom.</i>	<i>We have been able to have a number of children engage in wider learning and this has had an effect on the quality of their work. This was evident during book monitoring sessions.</i>
<i>Non- classed based INCO (two days a week)</i>	<i>£26,441</i>	<i>To support, implement and monitor pupil premium pupils across the school. Supporting staff with strategies, identifying training needs and addressing these, liaising with parents and SLT. Delivering identified, targeted intervention.</i>	<i>Pupil Progress</i>	<p><i>Interventions from the end of year 5 to the end of year 6 ensured that pupil premium children who were not making progress accelerated. This led to:</i></p> <ul style="list-style-type: none"> <i>• 89% of children making expected progress with 33% making better than expected in reading.</i> <i>• In writing 67% made better than expected progress</i> <i>• In maths 100% made expected progress with 44% making better than expected progress.</i>