

St Lawrence CE (VA) Primary School

Napton – on – the - Hill

Pupil premium grant expenditure: Report to parents: for the academic year of 2017/18

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	195 for Apr'18 191 funding 17/18
Total number of pupils eligible for PPG	9
Amount of PPG received per pupil	£1320
Total amount of PPG received – for the financial year.	£11880
Total spent on Pupils – some of these children also receive SEN support.	£12347

Nature of support that can be offered 2017/18

e.g. Feedback, Meta-Cognitive techniques, Peer Tutoring, Additional support from teaching assistants in the classroom, small-group tuition, a specific homework group, etc.

- Early Help (CAF) support (including counselling) to help children in the context of their families – ave of 6hrs per week.
- Financial support to enable these children to take full advantage of the trips and extra-curricular activities.
- Specialist Teacher support (SEND Supported) – on a one to one – as required.(proportion of 2 hrs per fortnight)
- Speech and Language Specialist referrals and support such as therapy.(as required)
- Educational Psychologist Advice and support (as appropriate).
- Small group workshops and therapies to develop and enhance core strength, social skills and build self-esteem. (up to 2hrs a week)
- Precision Teaching and other one to one provision to assist with the core curriculum and key skills.
- Additional Teaching Assistant support within the classroom – is being reduced.
- Additional teacher intervention – is being increased for September'18

Curriculum focus of PPG spending 2017/18

Curriculum focus of spending currently includes:

- Learning Intervention - especially of English and Maths within the classroom by teaching assistants – this usually is within small groups of 3 to 4 children but includes aspects of below as is required by individuals.
- Teaching Intervention – especially for English and Maths separately from the main class (often in Rm11) in groups up to 10.
- Key aims and skills in English that are focused on outside of the classroom include:
 - Comprehension and Reading workshops.
 - Parallel teaching provision that reflects the whole school curriculum in small groups.
 - 10 - 15 minute one to one precision teaching sessions with a teaching assistant up to three times in a week.
 - 10 - 20 minute phonic and reading 1:1 interventions up to 3 times a week.
 - Weekly access to individualised workshops and programmes such as NESSY.
- Key skills in Maths that are focused on outside of the classroom include:
 - Up to 10 minutes of one to one Maths precision teaching sessions with a teaching assistant up to three times in a week.
 - Parallel teaching provision that reflects the whole school curriculum in small groups – most noted in Yr2, 5 and 6.
 - Small Yr6 group lunchtime workshops that focus on specific areas of maths that have emerged as especially challenging this has been extended to Yr5 in the past year.
- Emotional wellbeing so as to enable children to access the above.
 - On average 6hrs per week (but is concentrated for maximum impact as needed) – Early Help provision that includes liaison with parents/family, intensive pastoral support and counselling as is appropriate. Counselling is sometimes provided internally but outside support is also accessed as is appropriate. This is co-ordinated and sometime provided by a trained Early Help Officer (HLTA) within school. This is something that a significant number of children who qualify for funding benefit from.

The balance of such intervention through the year is adjusted in light of needs. It is expected that the role of teacher interventions that grew in 2017/18 is to be developed further: an additional teacher has been employed to allow for this and to add to the teaching of specialist PE (starting September 2018).

Measuring the impact of PPG spending

- The impact of interventions by teaching assistants is tracked over a 6wk or half termly basis and adjusted in light of progress of the children. The Inclusion Manager collates such progress.
- The impact of progress of those both receiving pupil premium and teacher intervention is measured against their annual targets and progression path in maths and English.
- The progress of individual pupil premium children is then further tracked on a termly basis and monitored by the Inclusion Manager based on evaluations of half termly periods from support staff and class teacher assessments against Age Related Expectations. Where progress has not been made as expected, support is changed/ adjusted in conjunction with the class teachers and assistants.
- The progress and attainment of all children and those registered for Pupil Premium (over 6 years) are tracked and a comparative report is prepared for governors.
- With respect to self-esteem and behaviour, confidence and social interaction, children are monitored. Reports are again generated on a half termly basis so that provision can again be adjusted, extended or suspended accordingly.
- **Because of the support that is given, children who are eligible for additional funding generally make good progress in line with their peers in relation to their starting points.** Official reports are unfortunately not always reliable as they are sometimes based on just an individual child with other key needs not being taken into account. For example, some children have additional needs or specific difficulties that affect the raw data that is published.

If parents have any specific questions with regard to the support that their child might have in respect to Free School Meals or the spending of Pupil Premium, they are invited to contact the school.

Emails to school for the attention of Tracy Butcher (Inclusion Manager) or John Brine (Head teacher) are always welcomed.

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