**Pupil Premium Grant Expenditure: Report to parents: 2012/13**

**Overview of the school**

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| **Number of pupils and pupil premium grant (PPG) received** |
| Total number of pupils on roll | **467 (inc. 49 in Nursery)** |
| Total number of pupils eligible for PPG | **33 pupils** |
| Amount of PPG received per pupil | **£623** |
| Total amount of PPG received | **£20,559** |

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| **Nature of support 2012/13** |
| * Small group intervention work with Teacher and Learning Support Assistant to reduce the gaps in learning (especially basic skills) for end of Key Stage 1/2 (years 2,6)
* Easter Holiday Booster group intervention for year 6 led by experienced Learning Support Assistants
* Small group intervention work (Numicon, Reading Recovery, Phonics, Read Write Inc)
* Further support provided through mentors to encourage holistic learning and reducing potential barriers to learning.
* Chess Club provision to support numeracy and mental Maths strategies.
* After school Maths club resources to support raising the attainment of performance gaps.
* Subsidy for Year 6 residential trip to develop further writing opportunities and engagement with the curriculum.
* Out of school trips to extend learning beyond the classroom and raise pupils interest in writing.
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| **Curriculum focus of PPG spending 2012/13** |
| **Linked to the School Key Priorities:*** To raise standards in Writing (level 3,5 and 6)
* To raise standards in Maths (Pupils to make 2 and more levels progress from KS1 to KS2)
* To raise standards in Reading (Phonics at Year 1/Comprehension Skills at KS2)
* To raise standards through the Creative Curriculum – engagement and enjoyment
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| **Measuring the impact of PPG spending** |
| **Pupil Tracking data**In school tracking data systems allow SLT to monitor and track groups of pupils as well as individuals. This evaluation, on a termly basis, allows any concerns to be highlighted and successes celebrated. The focus is on progress of pupils (in particular PP pupils) and attainment levels. We also monitor and evaluate how interventions have impacted on the outcomes for children and whether further interventions or support is needed. Key findings are presented below:1. 2012/13 evaluations over the course of the 3 terms have shown additional support has impacted positively on outcomes for children, with no significant gaps between PP pupils and their peers in any year (see annual progress rates).
2. In summer 2013, all pupils on FSM made expected or better than expected progress with the exception of some pupils in Y3 and Y6 in writing, and Y6 in reading.
3. Key Stage value added (the progress children have made) was significantly higher than national levels overall.
4. Achievement at the end of KS2 in 2013 rose significantly across all core areas: 97% of children achieving Level 4 in Reading, 92% in Writing, 90% in Maths and 90% in English and Maths combined. APS (Average Point Score) at end of Key Stage 2 rose from 28.4 in 2012 to 29.3 in 2013.
5. Additional English and Maths support led to children in the cohort making the expected rates of progress in year.
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