

Newington Green Primary School



Pupil Premium Report 2012

Newington Green Primary School received £94,600 Pupil Premium funding in the financial year 2011-12. The funding was based on the number of children on roll who were in receipt of free school meals (FSM) from the local authority in January 2011. We also received funding for one 'Looked After Child' (LAC).

The school is located in a community where the vast majority of families are in receipt of benefits or have low incomes. This makes it difficult for families to access extra-curricular support and to enjoy new social experiences.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Provision

In order to meet the above requirements, the Governing Body of Newington Green Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities at Newington Green Primary School are:

- To narrow the gap for those pupils not on track to achieve Level 4 at the end of KS2
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.

This provision will include:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme

Expenditure 2011/2012

Intervention	Description	Impact and approximate spend
<p>Learning mentor</p>	<p>Targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their attainment.</p> <p>The role includes developing, agreeing and implementing time bound action plans for identified pupils, one to one mentoring with pupils needing support, small group sessions in nurture, self-esteem, conflict resolution and promoting friendships.</p> <p>The role also includes work with parents, external agencies and secondary schools.</p>	<p>Attainment and progress Year 6 children -10 children on caseload. 100% FSM</p> <p>Expected APS progress from KS1-KS2 = 12 APS points (2 levels progress)</p> <p>In this group the average APS progress in; Reading 14.2 APS Writing 15APS Maths 14.6 APS</p> <p>100% of group made 2 levels progress + in English 90% of group made 2 levels progress + in maths</p> <p>Behaviour Quotes from Ofsted December 2011 <i>'Outstanding care, guidance and support generates great confidence in the pupils when facing new experiences such as moving year group or transferring to secondary school.'</i></p> <p><i>'Pupils show respect for each other and are polite and courteous towards visitors. The new behaviour policy has led to greater consistency in the way all members of staff manage the pupils' behaviour. As a result, pupils behave well and get on harmoniously together, irrespective of their backgrounds.'</i></p> <p>Approx cost with resources £32,000</p>
<p>Additional teaching assistant for a class with a high proportion of children with emotional and behavioural needs</p>	<p>Targeted support with groups whose emotional, behavioural and social needs provide barriers to their attainment.</p> <p>The role included supporting the teacher in whole class sessions and running intervention sessions in both academic subjects and nurture and social skills.</p>	<p>FSM 16 children NFSM 10 children</p> <p>Attainment of class (3 APS expected progress in a year) Writing 4.8 APS Reading 5.5 APS Maths 4.3 APS</p> <p>Behaviour The class total of significant behavioural incidents and exclusions reduced significantly.</p> <p>Approx cost with resources £16,000</p>
<p>Small group reading</p>	<p>4 x half hourly reading programme all year in</p>	<p>96 Children involved 54 FSM</p>

<p>programme for all children in Yrs 1 and 2</p>	<p>small groups run by teachers and teaching assistants to promote early reading.</p>	<p>42 NFSM</p> <p>Impact Attainment The gap in attainment in end of KS1 Reading assessment was narrowed to NFSM average 14.5 APS FSM average 14.2 APS</p> <p>Progress Year 2 children Expected APS progress in a year = 3 APS</p> <p>In this cohort the average APS progress is 6APS points in a year</p> <p>FSM (22 children) Average 6APS NFSM (16 children) Average 6APS</p> <p>Approx cost £29,000</p>
<p>Catch up literacy</p>	<p>This is a 1:1 adult/child reading intervention delivered by trained Teaching Assistants twice weekly for 15 minutes all year.</p>	<p>15 children from yrs 2-4 FSM 9 children NFSM 6 children</p> <p>Impact Average progress this year of group in: Reading 6.7 APS Writing 5.3 APS</p> <p>When tested using the Salford reading test the average increase in reading age in ten months was 20.1 months.</p> <p>Approx cost £7000</p>
<p>Speech and language groups</p>	<p>Small Speech and language groups were run twice weekly for half an hour by a trained HLTA</p>	<p>20 children from Yrs 1-3 FSM 11 children NFSM 9 children</p> <p>Impact All individual speech and language targets were achieved. Average progress this year of group in: Reading 5 APS Writing 4.3 APS</p> <p>Approx cost £700</p>
<p>1-1 reading with teaching assistant</p>	<p>This is a 1:1 adult/child reading intervention delivered by a</p>	<p>7 children in yrs 4 and 5 FSM 6 children NFSM 1 child</p>

	<p>teaching Assistants 3 times a week for 10 minutes all year.</p>	<p>Impact Average progress this year of group in: Reading 4.6 APS</p> <p>When tested using the Salford reading test the average increase in reading age in ten months was 14.8 months.</p> <p>Approx cost £1900</p>
<p>Number box maths intervention</p>	<p>Number Box is a multi-sensory teaching system designed to establish early numeracy skills, for children who find it difficult to keep up with the pace of classroom learning. The sessions were run 1-1 for 10 mins for two terms by a trained teaching assistant.</p>	<p>14 children in y2 FSM 9 children NFSM 5 children</p> <p>Impact Average progress this year of group in: Maths 5.2 APS</p> <p>Approx cost £1000</p>
<p>Maths skills booster</p>	<p>Tailored maths interventions for groups of 6 children where teachers have identified gaps in the children's mathematical learning. Ran for 30 mins each week for 12 weeks. Groups were run by teaching assistants.</p>	<p>36 children in years 3-6 FSM 27 children NFSM 9 children</p> <p>Impact Average progress this year of group in: Maths 5.3 APS</p> <p>Approx cost £700</p>
<p>Springboard maths</p>	<p>Springboard is a catch-up programme for children. The</p>	<p>10 children in Year 4 FSM 9 children NFSM 1 child</p>

	materials focus on key areas of number. They provide additional tuition for small groups of children outside the daily mathematics lesson. Ran for 10 weeks by a trained teaching assistant.	<p>Impact Average progress this year of group in: Maths 3 APS</p> <p>This had the least impact of the maths programmes so we will be looking at using the more tailored maths interventions next year.</p> <p>Approx cost £400</p>
Additional Y6 teacher for Spring term	Additional teacher to support children working at L3 or below in maths or literacy. This included small-group teaching, targeted tutorials and 1-1 work. This was to ensure that all children made 2 level progress.	<p>11 children in Y6 100% made 2 levels progress in literacy 62.5% made 2 levels progress in maths</p> <p>Approx cost £12, 000</p>
Targeted boosters by SLT in literacy and maths	After school boosters for 21 children in groups of 6-8 for 45 minutes each week in writing and maths	<p>18 FSM 3 NFSM 100% made 2 levels progress in literacy 90% made 2 levels progress in maths 78% of target writing group achieved a L4 85% of target maths group achieved a level 4</p> <p>Approx cost £2000</p>
Level 6 maths boosters	1 hour a week sessions run by a HLTA for G and T children in maths	<p>2 FSM 2 NFSM 50% achieved L6 maths (1 FSM, 1 NFSM)</p> <p>Average progress of group in maths from KS1-KS2 19.5 APS (Expected 12 APS)</p> <p>Approx cost £400</p>
Additional Educational Psychologist time for early	We use the EP to assess individual children to gain a greater understanding of how	<p>FSM 7 children NFSM 2 children</p> <p>Across reading writing and maths children who</p>

assessment	they learn and develop, providing an insight into how our children learn and how they behave towards their learning. This has assisted in setting individual targets, accessing other services where appropriate and applying for statutory assessments.	has seen the educational psychologist made an average of 4.6 APS points (expected 3 APS) Approx cost £2000
Additional resources for enable children with additional needs to access the curriculum	2 additional laptops were purchased to support children who have difficulties with fine and gross motor skills.	Children were able to make more progress in writing as they could present their work using word processing software. This also impacted on their motivation for writing. (Evidenced through pupil questionnaires and conferencing) Approx cost £800

Impact on the key stage 2 SAT results 2011-2012

English

- At Newington Green Primary School 100% of children made expected progress between Key stage 1 and 2 in English. (This compares to 89% nationally)
- FSM made 100% progress (This compares to 87% nationally)
- NFSM made 100% progress (This compares to 90% nationally)
- **The school is significantly higher than the national value added measure for FSM**

Maths

- At Newington Green Primary School 92% of children made expected progress between Key stage 1 and 2 in English. (This compares to 87% nationally)
- FSM made 91% progress (This compares to 83% nationally)
- NFSM made 100% progress (This compares to 89% nationally)
- **The school is significantly higher than the national value added measure for FSM**

Pupil Premium 2012-2013

During the financial year 2012-13, Newington Green Primary School has been allocated £159,000 Pupil Premium funding. The funding has increased from £488 to £600 per eligible pupil.

The school intends to use this funding to:

- Have a full-time Home School Support Officer from September 2012. This person will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will also support families to promote early engagement with the school and their children's learning.
- Continue to have a full-time Learning Mentor to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition.
- Facilitate the appointment of a senior member of school staff to support and enhance the teaching and learning across the school. It will be through this, in conjunction with other senior members of staff and class teachers, that we will be able to identify children in need of intervention, meet the needs of Gifted and Talented pupils, ensure all teaching is good and outstanding and raise standards throughout the school.
- Build upon the success of the Catch-up Literacy project by training additional teaching assistants to run the programme and to provide training for teaching assistants to run Catch-up Numeracy alongside it.
- To continue to run Level 6 reading and maths classes to ensure that G and T children reach their full potential
- To continue to run small intervention reading sessions for all children in years 1 and 2 to increase the attainment in KS1.
- To purchase additional resources to support the teaching of phonics in the school to promote early reading and to increase the proportion of children achieving the phonic benchmark in years 1 and 2.
- To continue to run personalised intervention programmes for children across the school to ensure that all children are making outstanding progress in reading, writing and maths.
- To continue to run booster sessions in English and Maths to Year 6 children to increase the attainment of children in KS2.