

Crosscanonby St John's Primary School

Pupil Premium Statement 2015.



Our school receives a Pupil Premium Grant annually. This is additional funding that is specifically aimed at raising the attainment and achievement of children who may be described as disadvantaged. The grant is to close the gap that may exist between them and children who are not described as disadvantaged. It is paid to schools according to the pupils who have been;

- Registered as eligible for free school meals at any point in the last six years
- Been in care for six months or longer.

Statement of Principles.

At our school we strive to ensure all children receive the best we can give them irrespective of their background. That said, it is well researched that a greater number of children from disadvantaged backgrounds take longer and achieve lower than those who do not come from disadvantaged backgrounds. As a consequence we recognise the need to use this funding as effectively as possible to ensure these children are given every opportunity to develop and grow as their peers. Over time this school has a very good record of helping children who have arrived here from all sorts of differing backgrounds. We recognise that not all children who are in receipt of free school meals are socially disadvantaged. Conversely, not all children whom we consider socially disadvantaged necessarily fulfil the accepted criteria for free school meals. This school will focus Pupil Premium Grant spending fulfilling the criteria by using a targeted approach whilst accepting that over a period of time that need can and probably will change both in degree and nature. Spending will be based on well informed, professional decisions with the child's welfare at heart. Using our core resources supplemented by this grant we will continue to provide targeted help and support where those needs are judged to be greatest.

Past experience has taught us that the most effective way to narrow the gaps have been achieved by employing talented people using tried and trusted methods in a clear, precise and targeted manner. Governors of this school have consistently placed resources we have where they are most effective – with children in the classroom.

How we spent the grant for the financial year 2014 - 15

As a result of the school self evaluation process senior leaders decided to continue in the investment of extra skills and expertise in key employees and general staff training. A senior teaching assistant underwent the necessary professional development and subsequently acquired the qualification of Higher Level Teaching Assistant. Further professional development was undertaken by a senior teaching assistant who developed skills allowing her greater insight into assessing the needs of a number of pupils who qualify for pupil premium. A teaching assistant was employed to support the class teacher in meeting the needs of two looked after children. Both of these children required a range of strategies to meet complex needs. The pupil premium grant was also spent in providing staff with the opportunity to meet and liaise with relevant external professionals.

In addition to this the school has also invested money in tablet technology in order to boost children's access to appropriate learning materials. This is something the school is looking at in more detail and hopes to invest more of in the future.

Impact

The up skilling and employment of support staff allows us to target intervention work where appropriate to ensure that progress of ALL pupils is consistent and good regardless of their background. We feel that our group support, one-to-one teaching, targeted intervention work, access to extra curricular activities and improvements in resources is an effective way to direct the funds we receive in the form of the PPG.

Data illustrating impact to follow (C.Steele 19th January 2016)

Funding for 2015/16 (Current year)

In the financial year 2015 -2016 this school received;

- £15,840 total amount for the whole school
- In addition to this there is a further amount of £2628.00 specific to 'Looked after' children who attend this school.

What we are spending it on

As a result of the school self evaluation process 2014/2015 - senior leaders decided to continue in the investment of extra skills and expertise in key employees and general staff training. In the light of last year's experience and the impact it had on children described as disadvantaged, senior leaders decided to continue and to strengthen the policy of deploying existing and additional teacher support staff in the classroom. The schools senior leaders have continued with the policy of investing in extra targeted support time for key employees. The school provides a total of 30 hours intervention work with individual pupils and small groups. We now utilise a significant proportion of these hours supporting children within the whole class setting. School is proactive in seeking out professional development for all staff working with children who are disadvantaged.

The impact this has had.

Expected outcomes for pupils who benefit from the grant in both Key Stages indicate that all are catching up with their peers and, pleasingly, we have evidence that some children are now performing beyond our expectations.

This document has been amended by C.Steele (Headteacher) on 19th January 2016