

# Charlestown Community Primary School

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## Pupil Premium 2012 – 2013

### Background:

Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non – deprived peers.

The Government has used pupils entitled to free school meals (FSM) as an indicator of deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for free school meals. (FSM)

At Charlestown Community Primary we will be using the indicator of those eligible for free school meals (FSM) as our target children to 'narrow the gap' regarding achievement and attainment.

### Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes making sure that the needs of socially disadvantaged pupils are adequately assessed and interventions put into place
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals (FSM). We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups of pupils or individuals

## Pupil Premium Grant 2012 – 2013

Numbers of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	314
% of pupils eligible for PPG	63.0%
<b>Total amount of PPG Received</b>	<b>£ 102,135</b>

### Summary of PPG spending in 2012 – 2013

#### Objectives in spending PPG:

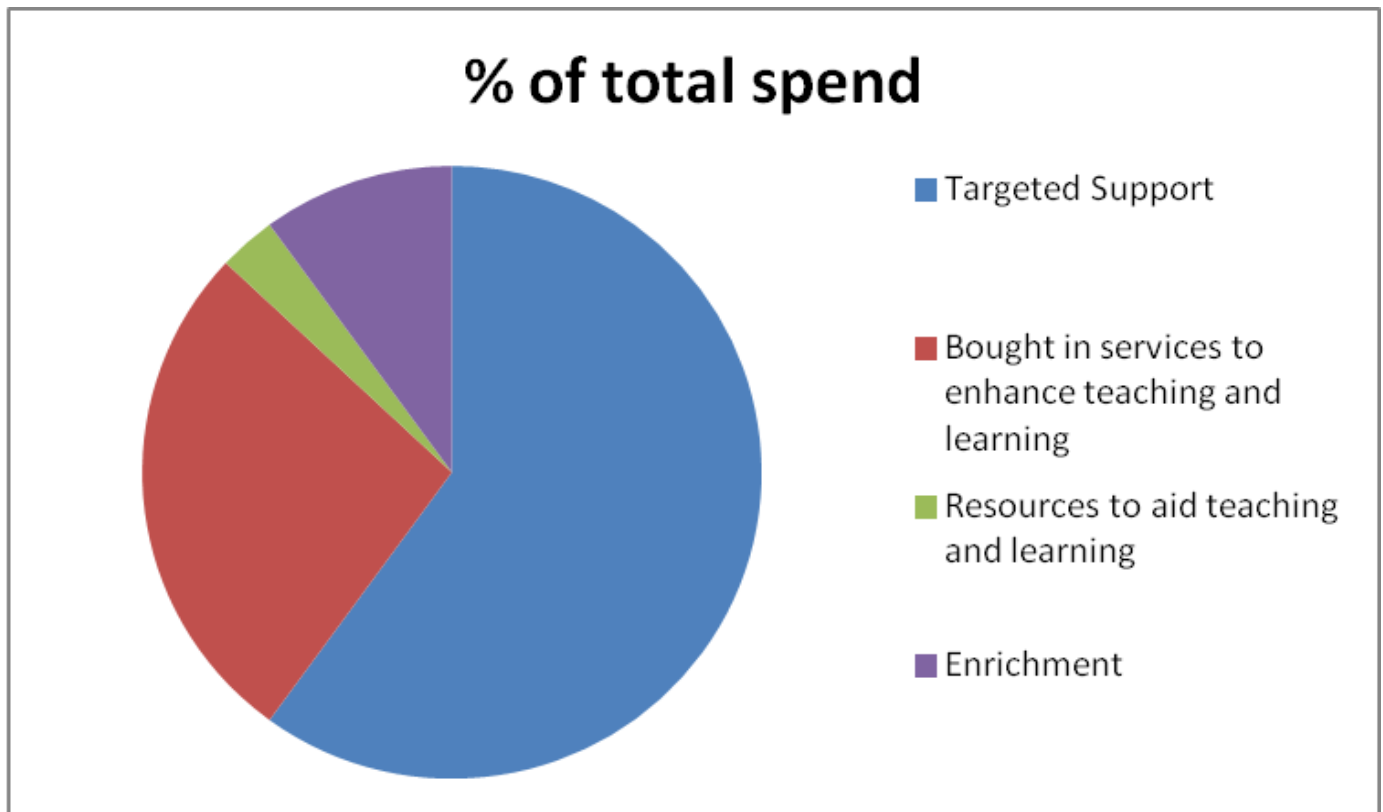
The Pupil Premium Grant will be used to provide additional educational support to improve the progress and to raise the standard of achievement for disadvantaged pupils. The funding will also to narrow and close the gap between the achievement of our disadvantaged pupils and their peers by:

- Providing social and emotional support / interventions
- Improving attendance
- Improved feedback and target setting for children and greater engagement of parents / carers
- Providing more personalised learning – small groups and one to one interventions
- Improving pupil resources
- Providing support and advice for teaching and learning
- Providing extra –curricular activities
- Providing a more enriched curriculum e.g. school visits etc

### Record of PPG spending 2012 - 2013

<b>Targeted Support:</b>	
<ul style="list-style-type: none"> <li>• Deputy Head time to support teaching and learning</li> <li>• Additional Learning mentor to target social and emotional needs</li> <li>• Training for TA to carryout Speech and Language interventions</li> <li>• TA interventions ELS (Early Literacy Support / FFT (Fischer Family Trust)</li> <li>• Attendance officer 0.2</li> </ul>	Targeted support has been to develop levels of teaching to impact on learning . Targeted support for children is to enable children to attain the highest levels they can in statutory assessments and to make as much progress as they can from their given starting points. The majority of targeted support is used for developing Literacy and Numeracy skills
<b>Total Spend: £60,961</b>	
<b>Bought in Services to enhance teaching and learning:</b>	
<ul style="list-style-type: none"> <li>• Supervision for Learning Mentor</li> <li>• Drama Therapist</li> <li>• SEN Support and advice</li> <li>• SpLD teacher</li> <li>• Speech and language therapy support/ training</li> <li>• Early Intervention Package</li> <li>• Supply to release teachers for assertive mentoring meetings with children and parents</li> </ul>	School buys in outside services in order to enhance the provision for children in school. This may be to support individual or groups of children or to support staff in meeting the needs of individuals/ groups of children
<b>Total Spend: £27,915</b>	
<b>Resources to aid teaching and learning:</b>	
<ul style="list-style-type: none"> <li>• Development of Nurture room cost of setting up and resourcing</li> <li>• Purchase of benchmarking Kits to assess reading levels</li> </ul>	The items which have been purchased have been used to enable children to have access to interventions to improve social and emotional well being and reading assessments
<b>Total Spend: £3,434</b>	

Enrichment:	
<ul style="list-style-type: none"> <li>• Sports coaches for before school clubs, lunchtime and after school activities</li> <li>• Subsidising school residential</li> </ul>	<p>These activities enable children to engage in clubs out of school hours and develop interest they may not have had a chance to experience and learn. It enables the children's team work and co-operative and social skills to be developed.</p>
<p><b>Total Spend: £9825</b></p>	



## Closing the Gap Information from Raisonline: Impact of Pupil Premium Grant:

### School Context:

	Pre Com	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	97	44	38	45	35	40	42
%FSM	-	52.3	55.3	68.9	80.0	62.5	66.7
Children looked after	0	1	0	1	0	1	0

### Key Stage 1 to key Stage 2 value added: Free School Meals / Children Looked After

	Overall					Mathematics			
	Cohort for VA	VA School	95% confidence interval	VA National Score		Cohort for VA	VA School	95% confidence interval	VA National Score
All Pupils	40	101.2	0.7	100.0		40	100.8	0.9	100.0
CLA or FSM	26	101.8	1.0	99.8		26	101.3	1.3	99.8
Not CLA or FSM	14	100.4	1.4	100.0		14	100.1	1.8	100.1
	Reading					Writing (TA)			
	Cohort for VA	VA School	95% confidence interval	VA National Score		Cohort for VA	VA School	95% confidence interval	VA National Score
All Pupils	40	101.2	0.9	100.0		40	101.8	0.8	100.0
CLA or FSM	26	102.1	1.3	99.7		26	102.6	1.2	99.8
Not CLA or FSM	14	100.1	1.7	100.0		14	101.1	1.6	100.0

### Percentage achieving expected progress, 2013 Mathematics, Reading and Writing (TA) Free School Meals / Children Looked After

	Mathematics					Reading					Writing (TA)			
	School		National			School		National			School		National	
	Cohort	Achieving Expected progress %	Non FSM / CLA	Difference	Cohort	Achieving Expected progress %	Non FSM / CLA	Difference	Cohort	Achieving Expected progress %	Non FSM / CLA	Difference		
All Pupils	40	93	90	3	40	98	89	9	40	98	93	5		
Non CLA / FSM	14	93	90	3	14	100	89	11	14	100	93	7		
CLA / FSM	26	92	90	2	26	96	89	7	26	96	93	3		
Within school gap		-1				-4				-4				