

Aqueduct Primary School – Pupil Premium 2012-13

16 % Free School Meals

Intended Outcomes	Action	Monitoring	Impact
<p>To raise attendance figures so that they are in line with or exceed the school target of 96% attendance.</p>	<p>School has jointly appointed an Educational Welfare Officer along with all other central cluster schools. The EWO is responsible for supporting the school with attendance by:</p> <ul style="list-style-type: none"> Attending TAC meetings to support families 1:1 work with children to improve attendance Home visits and communication with parents Attending a review of attendance with the Head every three weeks. Court prosecutions if necessary. 	<p>Attendance target agreed with Governors Attendance plan written and agreed 3 weekly reviews to monitor children's attendance with head teacher. Attendance board on display for all school community to see. Attendance rates communicated to children in assembly each week. Individual and class attendance certificates half termly, with prizes for the best attenders</p>	<p>Due to interventions by the EWO and the school reward systems that are in place, the 96% target was exceeded in the 2012/13 academic year. Year on year improvements in attendance for all pupils, including those eligible for PPG funding.</p> <p>The target for 2013/14 will now be increased to 96.55% and the EWO will continue to work with the school to try to achieve this target.</p>
<p>Support vulnerable children and their families, through individual, small group and family group activities, including home visits.</p>	<p>The school employs an Education Support Worker for 0.2 FTE hours per week (1 day) to work with the children and families who may need some additional support in school. Support is given for behaviour, social and emotional issues, housing support, reading support and completing forms, attending appointments as a support, attending TAC meetings, carrying out home visits etc</p>	<p>Feedback from parents Production of case notes for each family/child being worked with. Monitor attendance and behaviour issues in school and at home. Reduction in poor behaviour and exclusions.</p>	<p>The ESW worked with families for a variety of reasons including difficulties with behaviour, attendance, housing and social / emotional support.</p> <p>Her information gave additional evidence and support to TAC meetings and applications for statutory assessment. She was able to liaise with a range of other professional agencies to support the families with whom she was working.</p>
<p>To ensure equal access for all children to additional experiences to enhance curriculum</p>	<p>Money will be used to subsidise costs of visits and experiences for FSM children. e.g Arthog – Yr 6, Arthog outreach Y5 and Yr 6 Attendance at clubs or music provision as just a few examples.</p>	<p>Termly summaries are presented to the Governors Resources Committee to show the use of pupil premium money</p>	<p>Pupils received support with funding for a range of school visits including Arthog outreach. As a result, all pupils eligible for the funding were able to attend the visits / activities. This ensured equal access to real contexts for learning, which in turn supported</p>

<p>To improve reading attainment for children in KS1 and KS2 who are being supported by an intervention programme</p>	<p>Purchase of Phonics books and materials and additional high quality reading books for individual or group reading</p>	<p>Reading attainment assessed on a half termly basis</p>	<p>the progress made by the children.</p> <p>The reading offer was much improved through the quality of the resources available to the children.</p> <p>The reading levels at KS1 improved and the % of children achieving the phonics screening check increased at both year 1 (69% achieved the standard compared to the previous years 24%), and year 2 (Rose from the 24% last year to 94% this year)..</p> <p>This improvement was in conjunction with additional booster support (see below).</p>
<p>To close the gap in attainment and accelerate children's progress.</p>	<p>Additional hours have been allocated to support staff to run intervention groups:</p> <p>KS1 - 1 additional session per week of Phonics support for Year 2 pupils.</p> <p>3 additional groups running daily for ELS (Literacy) support Yrs 1 and 2</p> <p>Additional maths booster support (afternoons) x 3 Yrs 1 and 2</p> <p>KS2 – Two additional teachers employed. One for 6 hours of maths support (Yrs 5/6) and one for 4 hours of Literacy support (Yrs 3/4).</p> <p>Additional booster groups run by TAs for literacy and maths (hours paid via pupil premium)</p>	<p>Half termly assessments of progress</p> <p>Support staff records of progress of pupils in their groups</p> <p>Subject leader monitoring of impact of groups.</p>	<p>At year 6, 87.5% of eligible pupils achieved a L4+ in Reading, 75% L4+ in Writing and 62.5% L4+ in maths.</p> <p>The Average Points Score gap between FSM and Non-FSM children at Aqueduct School was smaller than that nationally in each of the three subjects.</p> <p>At Year 2 the FSM pupils outperformed the Non-FSM pupils in terms of achievement at both expected and better than expected progress in Reading and Writing and better than expected progress in maths. Expected progress in maths was the same.</p> <p>86% of FSM pupils achieved L2b+ in reading, 86% in writing and 71% in maths. The reading and writing % are higher than those for non-FSM pupils.</p> <p>Data tracking has identified gaps between FSM and Non-FSM pupils across the school and this will be used to identify additional booster support for 2013/14.</p>