

Aqueduct Primary School – Pupil Premium 2012-13

23% of Pupils were either Free School Meals or were Ever 6 (Had been eligible at some point over the past 6 years) and so qualified for PPG funding.

Intended Outcomes	Action	Monitoring	Impact
<p>To raise attendance figures so that they are in line with or exceed the school target of 96.55% 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: 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>	<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. Family prizes offered for best attendance and most improved attendance.</p>	<p>Due to interventions by the EWO and the school reward systems that are in place 96% was exceeded in the 2013/14 academic year although we fell just short of the target figure. There had been significant illnesses during the winter months which affected the overall school %.</p> <p>The school attendance % was still higher than the national average.</p> <p>Persistent absence was reduced and was lower than the national average.</p> <p>Both of these are successful impacts of employing the EWO to support the school with attendance.</p>
<p>Support vulnerable children and their families, through individual, small group and family group activities, including home visits.</p>	<p>The school employed an Education Support Worker for 0.2 FTE hours per week (1 day) during the Summer Term 2013 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>This support is no longer available to school due to a change in the cluster group that contributed to the overall costs.</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. Music to the 4 provision will be bought in for all pupils subsidised for those eligible for PPG funding. This will ensure that all PPG pupils are able to access high quality music provision, which may act as the stimulus to go on to play instruments themselves. The funding of these music lessons would also be available through PPG funds.</p>	<p>Termly summaries will be presented to the Governors Resources Committee to show the use of pupil premium money to subsidise visits/activities. Monitor uptake of other musical provision by PPG funded pupils.</p> <p>Termly summaries will be presented to the Governors Resources Committee to show the use of pupil premium money to subsidise visits/activities.</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 the progress made by the children.</p> <p>Two pupils were able to access music tuition free of charge due to being eligible for PPG. They would not otherwise have been able to participate in the music teaching on offer..</p>
<p>To improve reading attainment for children in KS1 and KS2 who are being supported by an intervention programme</p>	<p>Purchase of RWI 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 reading offer was much improved through the quality of the resources available to the children. The reading levels at KS1 improved and the % of children achieving the phonics screening check increased again at year 1 to 72% (69% achieved the standard the previous year and 24% the year before that). This improvement was achieved without the need for additional booster support except some individual 1:1 support for a minority of pupils supported by PPG.</p> <p>The Average Points Score gap between FSM and Non-FSM children at Aqueduct School was broadly in line with that nationally in each of the three subjects.</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 2014/15.</p>
<p>To improve spelling across KS1 and KS2 for all pupils, but in particular those eligible for PPG funding.</p>	<p>Purchase RWI materials (as above for KS1) and a new RWI spelling scheme for all KS2 pupils.</p>	<p>Spelling progress will be monitored termly and progress measured across each term for all pupils following the scheme.</p>	<p>A new spelling scheme was introduced and as a result the Spelling, Grammar and Punctuation scores during the SATs rose to 69% achieving Level 4 and above and 42% achieving Level 5. These are significant increases on the previous year which was 47% L4 and 24% L5.</p>
<p>To close the gap in attainment and accelerate children's progress.</p>	<p>Additional hours have been allocated in KS1 and KS2 for experienced support staff and teachers to work with pupils</p>	<p>Half termly assessments of progress Support staff records of progress of pupils in their groups</p>	<p>Support staff supported the pupils and gave the additional 1:1 and small group support. As a result, the children made progress in all</p>

	<p>who are not making the expected progress in reading, writing and maths. These sessions include Phonics support, ELS, maths boosters (Springboard/narrowing the gap etc). Level 3 pupils in year 6 are to receive additional teacher support to enable them to achieve level 4b. Funding is being used to support eligible PPG pupils to access higher level booster lessons to promote better than expected progress. Level 5 & L6 maths booster groups, Level 6 Reading and writing booster groups.</p>	<p>Subject leader monitoring of impact of groups.</p>	<p>areas of their work. However, not all of them went on to achieve the Level 2b that we had targeted for them. Level 3 pupils did achieve well as a result of the additional support given.</p> <p>A group of L4a/5 pupils were able to access Level 6 additional booster support. Although they did not achieve the Level 6 they all achieved the level 5 and all were able to take the L6 test in maths.</p>
<p>Additional release time for the Inclusion Manager (SENCo) to plan and direct teaching assistants in targeted interventions (as above)</p>	<p>Interventions will be planned for and monitored by the Inclusion Manager (SENCo) with support from the Deputy Head. Monitoring will include half termly reviews of progress and allocation of intervention groups appropriate to the needs of the pupils.</p>	<p>Monitoring of pre and post assessment data to assess progress being made and future actions /interventions required.</p>	<p>The SENCo was able to devote more time to analysing the data for the pupils with SEND and who were eligible for PPG. More work is to be done on this next year in order to ensure that these pupils go on to make at least expected progress. Case studies will be carried out on the pupils to identify specific barriers to learning.</p>
<p>Address inclusion/behaviour with pupils across the school who have significant social and emotional or behaviour issues so that these are not barriers to their learning or that of their peers.</p> <p>To support them in functioning effectively in a mainstream class without significant intervention or the risk of exclusion.</p>	<p>To train two staff on the accredited Nurture Provision Course. To set up a nurture room to run every afternoon, which will support learning as well as the development of social and emotional skills.</p> <p>The nurture group staff will also support with home/school links and family support as well as providing evidence for TAC meetings.</p> <p>Staff will also liaise with other education professionals on how to support the children that they are working with.</p>	<p>Staff to keep records of pupils they work with. Carry out and monitor the Boxall assessments. Records of children's feelings (social and emotional) before and after attending the nurture group. Keep feedback of meetings with parents.</p> <p>Close monitoring of the provision by the Inclusion Manager (SENCo) and Headteacher.</p> <p>Feedback will be provided to the governors via the governor with Link responsibility for SEN.</p>	<p>Significant improvements were seen in the Social, Emotional and Behavioural needs of the pupils attending the nurture group. The number of exclusions for poor behaviour decreased and the pupils were able to begin accessing the main class bases successfully before the end of the year in 5 out of 8 cases. Those who remained in the groups to the end of the year demonstrated enough improvements to be able to re-join their classes at the start of the next academic year.</p> <p>Nurture group provision will be increased next year to include the morning sessions and allow support for KS1 and KS2 pupils.</p>
<p>To give additional 1:1 and small group support to remove barriers to learning.</p>	<p>To provide an extra member of staff in the mornings to work with the vulnerable pupils through 1:1 and small group mentoring. Work to implement a structured mentoring programme for targeted PPG</p>	<p>SENCo to monitor the work of the additional staff member and measure the impact of the work being carried out.</p>	<p>This was not achieved as the post was unable to be filled.</p>

<p>To boost the attainment of underperforming Year 5 and 6 PPG pupils</p>	<p>pupils. Carry out after school and holiday booster sessions with year 5 and year 6 pupils in order to raise their attainment. Pupils targeted are those who are not making enough progress to achieve their expected KS2 levels.</p>	<p>SLT will monitor the progress of the pupils within the groups and report this back to the Governors. Class teachers will also monitor the progress being made by the pupils attending the support groups from within their classes.</p>	<p>These additional interventions were able to run and the pupils continued to make progress. However, they did not close the gaps significantly on their peers at Yr 6 but have done so at Yr 5.</p>
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