

## St Andrews C of E Primary School, Bath – Pupil Premium Spending 2014-2015

|   |   |         | PP Funding £65000 |                |
|---|---|---------|-------------------|----------------|
| Main Funding Area   | Detailed School Programme   | Annual  | % PP              | PP Cost        |
| Individual or Personalised Intervention and Tuition                       | Reduced Class sizes – cost of extra teacher   | £39,567 | 100%              | £40,567£39,567 |
|   | PP targeted support 0.1 post  | £2,434  | 100%              | £2,434         |
|   | Phonics posts (R/ Y1/ Y2)HLTA   | £10,502 | 50%               | £5,251         |
|   | 1:1 reading (KS1)   | £0      |                   | £0             |
|   | Targeted Y6 support for English and maths – S&L   | £3,325  | 100%              | £3,325         |
|   | Attendance monitoring and intervention  | £300    | 90%               | £270           |
|   | Individual counselling with Focus Counselling   | £2,280  | 100%              | £2,280         |
| School Awareness of Peer Group and Vulnerabilities of FSM Pupils          | Staff sessions reviewing research by Sutton Trust and Child Poverty Commission          | £100    | 100%              | £100           |
|   | 1:1 Teacher pupil conferencing linked to PASS/ attainment/aspiration data/PPx4          | £100x4  | 100%              | £400           |
| Assessment and Tracking Systems   | Annual cost SPTO pupil tracker  | £1,200  | 100%              | £1200          |
| Monitoring and Evaluating Pupil Progress and Impact through Data Analysis | Pupil Progress Meetings focusing on target children linked to Appraisal (release time)  | £1,200  | 60%               | £720           |
|   | Pupil Attitudes to Self and School assessments throughout school                        | £1,200  | 70%               | £840           |
| Developing Quality Provision  | Breakfast/Percy Clubs   | £1530   | 100%              | £1,530         |
| Developing the workforce  | Emotion Coaching Training and Assessment Aware Schools INSET +additional staff training | £500    | 50%               | £250           |
|   | New reading scheme with additional support for struggling readers                       | £1100   | 50%               | £550           |
|   | Staff Training –Equalities, Assessment, Maths and English Subject leadership            | £1,200  | 50%               | £600           |
| Parental support and engagement   | Parent Support Worker salary  |         | 0%                |                |
|   | Widening Opportunities Fund   |         |                   |                |
|   | School Trips and Camp- subsidies  | 1200    |                   | £1200          |
|   | <b>Total</b>  |         |                   | <b>£65768</b>  |

## Impact

### End of KS2

| Percentage of pupils attaining level 4 or above at Key Stage 2 |                                       |        |                |      |                                       |        |                |      |                                       |        |                |      |
|--|---------------------------------------|--------|----------------|------|---------------------------------------|--------|----------------|------|---------------------------------------|--------|----------------|------|
| Overall  | 2013                                  |        |                |      | 2014                                  |        |                |      | 2015                                  |        |                |      |
|  | Mathematics, Reading and Writing (TA) |        |                |      | Mathematics, Reading and Writing (TA) |        |                |      | Mathematics, Reading and Writing (TA) |        |                |      |
|  | Cohort                                | School | National Other | Diff | Cohort                                | School | National Other | Diff | Cohort                                | School | National Other | Diff |
| Disadvantaged pupils   | 5                                     | 60     | 81             | -21  | 9                                     | 78     | 83             | -5   | 5                                     | 80     | 85             | -5   |
| Other pupils   | 12                                    | 67     | 81             | -14  | 9                                     | 67     | 83             | -16  | 12                                    | 92     | 85             | 7    |
| Within school gap  |                                       | -7     |                |      |                                       | 11     |                |      |                                       | -12    |                |      |

The gap is not significant between school and national, but the small cohort of 5 children means that direct comparison with national data is not altogether useful.

The FSM children made good progress, especially non-mobile pupils.

These children made good progress from lower starting points, and the interventions they received (1:1 support, 1:1 tuition, music lessons, additional pupil teacher conferencing time, and specific S&L interventions enabled these children to make accelerated learning.