

# Charlestown Community Primary School

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## Pupil Premium 2012 – 2013

### Measuring the impact of Pupil Premium Grant:

The school has evaluated the impact of Pupil Premium spending on outcomes achieved at the end of 2012 – 2013 academic year. The evaluation has focused not only on academic outcomes but personal, social and emotional development and access to the curriculum as a result of the support / intervention / activity funded by the Pupil Premium Grant.

### Targeted Support:

- Both Newly Qualified teachers successfully completed their NQT year
- Development of teaching of writing and support from Deputy Head has improved levels of writing particularly in Key Stage 2 with school achieving an increase in average points score at the end of Key Stage 2 which is broadly in line with National . This did not have as much impact at Key Stage 1.
- Interventions run by non –class based deputies during the Autumn term has some impact. The year 2 intervention for writing 100% of the children involved (5 / 5) made expected progress with one child making accelerated progress during the term. Year 3 Maths intervention (7 children) 6 out of 7 made expected progress (86%) and 4 out of 7 (57%) made accelerated progress. Year 5 writing intervention 3 out of 4 (75%) made accelerated progress. Year 5 Maths intervention 4 out of 6 (67%) made accelerated progress. Second group of year 5 children who had writing intervention 4 out of 5 made expected progress (80%) and 3 out of 5 made accelerated progress (60%)
- Learning Mentor successfully set up the Acorn (Nurture) Room 9 children supported individually and 12 children supported through group sessions . This meant that strong pastoral support was in place for identified children. This led to more positive behaviour and a reduction of incidents recorded in the class behaviour books and detention file. Majority of children did not need any further pastoral support. There was also a reduction in SDQ scores.
- Those children who needed to continue with pastoral support were then able to access a trained Drama Therapist . Impact of Drama therapy has been a reduction in exclusions and seclusions for some pupils, developed levels of confidence in other children. This enabled most of the children to access the curriculum and make good levels of progress.
- Teaching Assistant trained to carryout Communications / Early Language Interventions. Children who took part have shown significant improvements in speaking and listening
- Teaching assistant interventions such as Early Literacy Support, Fischer Family Trust, Narrative Therapy, Rapid Writing have also had an impact on children's academic outcomes. Those children who were part of the Early Literacy Intervention all made expected progress in Reading and Writing and 4 out of the 5 (80%) made accelerated progress in Reading and 2 out of 5 (40%) made accelerated progress in Writing. Those children who had access to the Fischer Family Trust intervention all made expected or more progress with 50% (2/4) making accelerated progress in Reading and Writing. In year 3 those children who had Narrative Therapy sessions 100 % (3 out of

3) made expected or more progress with 2 out of 3 (67%) making accelerated progress in Reading and 1 out of 3 (33%) made accelerated progress in Writing. In Rapid Reading 4 out of 4 (100%) made expected or more progress with 3 out of 4 (75%) making accelerated progress. Those children in year 4 who took part in rapid Reading intervention 2 out of 3 made accelerated progress (67%). In the year 4 Narrative Therapy intervention 4 out of 5 (80%) made expected or more progress in Reading and 2 out of 5 (40%) made accelerated progress in Reading. 3 out of 5 (60%) made expected or more progress in Writing with 1 out of 5 (10%) making accelerated progress in Writing.

- Attendance officer support involved working closely with children and families and identifying where there were issues with attendance. This has meant levels of attendance and at the end of 2013 School attendance was better than National and similar schools.

#### **Bought in Services:**

- Children assessed by SEN support bought in from One Education also made progress. The assessments completed enabled class teachers to have a clearer understanding of the needs of the children and adapt teaching to meet needs. Of the 9 children assessed 7 out of 9 (78%) made expected or more progress in Reading, 4 out of 9 (44%) made expected or more progress in Writing, 4 out of 9 (44%) made expected or more progress in Maths. The majority of the children made more progress after being assessed than they had done during the previous year and so were able to accelerate their progress. Two children did not make expected or more progress due to their high level of SEN.
- Early intervention package has enabled school to have staff who have been trained to assess children in reading and writing. This has enabled more accurate assessments being carried out and clearer identification of gaps in children's learning.
- SpLD teacher impact has been to greatly accelerate progress with the child supported making 6 APS (two years) progress in one year in Reading and 9 APS (three years) progress in one year in Writing.
- The Assertive mentoring Programme has had an impact on children's levels with most classes accelerating progress and making more than average APS over the year. There has been greater involvement of Parents / carers in the assertive mentoring meetings and developing their understanding of targets set for their children.

#### **Resources:**

- Benchmarking Kit has been used to assess children's reading levels on a more regular basis and enables teachers to ensure that the work set is at the correct level for children.
- Resources for the Nurture room have enabled those children who have social, emotional needs have had access to a range of materials to use to develop their social and emotional skills.

#### **Enrichment:**

- There has been an increase in take up of sport activities before school. This has led to a reduction in behaviour incidents on the way into school and in the school playground before the start of day. Children come into school in a more positive frame of mind and are more ready to learn. There have been a reduction of incidents at lunchtimes due to the range of sporting activities which are provided through the Pupil Premium Grant.
- Pupil Premium helped to fund some of the cost of school residential for year 5 and year 6 pupils. This has made the activities more accessible to children and has developed children's self confidence, co-operative and team building skills as well as independent skills. It also widens the children's knowledge and understanding of the world and the opportunities that they can aim for. It encourages the children to overcome their fears and challenge themselves in preparation for adult life.