

PORTER CROFT

Church of England Primary Academy

Pupil Premium Grant Expenditure: Report to Governors: Academic Year 2013/14

Overview of the academy

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll at January 14 Census	185
Total number of pupils eligible for PPG	95
Amount of PPG received per pupil	£900
Total amount of PPG received	£85 500

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months at end of KS2)			
	2012	2013	2014
% of pupils making expected progress in English	100%	Reading 100% Writing 93%	Reading 100% (10/10 pupils) Writing 80% (8/10 pupils)
% of pupils making expected progress in Maths	100%	100%	80% (8/10 pupils)
% of pupils achieving L4+ in English & Maths	75%	73%	67%

Summary of PPG spending 2013/14

Objectives in spending PPG:

1. To provide additional support and targeted sessions in English and Maths across the school
2. To provide specific targeted feedback to children and to continuously monitor and evaluate progress
3. To ensure early intervention supported by additional "catch up" programmes
4. To provide one to one tuition for children as identified.

Summary of spending:

This was used to fund Teaching Assistant contracts that were previously funded from the Ethnic Minority Achievement Grant and provide targeted support to children and enable greater overall support in every class and the provision of additional intervention work. The breakdown was as follows:

TA Level 3 – £18869.58

TA Level 3 – £19243.71

TA Level 2 (part time) - £8284.43

Additionally, class sizes were reduced and single age year groups were provided across the school by continuing to employ an additional teacher. The cost was as follows:

Teacher - £30756.11

Tuition was also provided for 12 children by a qualified teacher:

Teacher (part time for 12 sessions) - £3650.14

In order to provide continued support for children who have SEND and also receive Pupil Premium funding, dedicated release time was part funded for the Deputy Headteacher - £6192.00

Supply cover release was provided to allow class teachers to meet with parents using the 'Structured Conversation' model – £1220.00

Overall expenditure: £88215.97 (remaining cost taken from School Budget).

Outcomes to date:

- Successful language screening of new starters has enabled pupils to be given additional support quickly, including identifying additional needs. Interventions are then made which enable children to 'catch up' from sometimes very low on entry points.
- In class support sustained across school which contributes to rapid progress being made during Wave 1 teaching in the majority of classes; capacity further developed through additional CPD (Communicate in Print, Fischer Family Trust).

Children in receipt of Pupil Premium funding at Porter Croft make more progress than equivalent children do nationally over time. Outcomes over the last three years at KS2 are summarised below:

- 2012 RaiseOnline showed that the value added measure in relation to FSM children in our school was above the National Average (101.7 vs 99.7). The same measure by subject showed significantly higher than the National Average in English (102.1 vs 99.7) and higher than the National Average in Mathematics (101.3 vs 99.7).
- 2013 RaiseOnline showed that the value added measure in relation to FSM children in our school was significantly above the National Average (102.2 vs 99.8). The same measure by subject showed significantly higher than the National Average in Reading (103.1 vs 99.7) and Writing (103.0 vs 99.8) and higher than the National Average in Mathematics (101.4 vs 99.8). In house tracking shows children across the Academy are well supported and are making similar levels of progress.
- 2014 RaiseOnline showed that the value added measure in relation to FSM children in our school was above the National Average (100.7 vs 99.7). The same measure by subject showed higher than the National Average in Reading (101.5 vs 99.7) and Writing (100.0 vs 99.8) and Mathematics (100.7 vs 99.7). Two children who arrived in Y5 and did not make expected progress skew this data set due to a small cohort size (10) – if extracted, overall progress rates are much higher. In house tracking shows children across the Academy are well supported and most are making rapid and sustained progress overall from their relative starting points.