

Durdan's Park Primary School

Pupil premium grant expenditure: Report to Parents – 2015/16

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	481 (including a 100 place nursery)
Total number of pupils eligible for PPG	98 children
Amount of PPG received per pupil	£1,300
Total amount of PPG received	Total = £128,847

Nature of support
<ul style="list-style-type: none">• To use school tracking procedures to aid early identification of the needs of all pupils.• To provide quality speech and language, literacy and numeracy interventions to meet the needs of all pupils.• To monitor and track progress of all pupils receiving additional support to ensure that we continue to narrow the gaps.• To ensure that pupil voice is at the centre of the interventions provided.• To provide Forest School for identified pupils.

Curriculum focus of PPG spending

- Fund Read Write Inc phonics programme across the school. Ensure that Early Years and Key Stage 1 children are working in clearly differentiated groups and that their progress is monitored and checked every half term.
- Fund Read Write Inc intervention groups for children from Year 3 to Year 6 who still have gaps in their phonic knowledge.
- To run Fresh Start intervention programme to support pupils in Year 5 and Year 6 to develop their reading skills so that they can go onto close that gap in attainment at Year 6.
- Fund a Speech and Language Therapist to work across the school to raise the profile and ensure quality speech and language input is part of quality first teaching.
- Fund a specialist literacy teacher to work with the lowest achieving 20% of pupils in Year 1 and Year 2.
- Fund a teacher to work with the lowest achieving 20% of pupils in Year 2 for focussed literacy and numeracy interventions.
- Fund a teacher to work with the lowest achieving 20% of pupils in Year 6 for focussed literacy and numeracy lessons.
- Fund booster classes to support Year 6 pupils with reading, grammar punctuation and spelling and maths skills.
- Through data analysis and termly pupil review meetings all children receiving PPG funding to have access to suitable literacy, numeracy and speech and language interventions to enable them to narrow the gaps between their achievement and that of their peers.
- To provide Forest School to help to help to develop pupils social and emotional wellbeing so that they are more engaged and ready to learn in lessons.

Measuring the impact of PPG spending

- The analysis of the spending clearly highlights which interventions are providing value for money.
- Read Write Inc has now been fully embedded across Reception and Key Stage 1 for a number of years and fewer children are requiring additional phonic support as they move through the school. Children who access RWI/Fresh Start as an intervention leave our school with secure phonic knowledge.
- This year 95% of Year 1 pupils (100% of disadvantaged pupils) passed the phonics screening. This has increased from the previous year.
- By the end of Year 2, 97% of pupils and 92% of disadvantaged pupils had passed the phonics screening.
- Funding additional teachers for Year 2 and Year 6 enabled staff to work on differentiated English and maths skills

which ensured that most pupils made good progress from their individual starting points.

- As in previous years, children made the greatest progress when they worked in small groups or one-to-one with a teacher on an intervention highly tailored to meet the individual needs, for example the dyslexia reading programme, booster sessions.
- It must also be noted that all teachers running these personalised interventions could see a dramatic change in the children's self-esteem and motivation not only within the intervention session but also when they returned to the classroom.
- Teaching assistants continued to deliver many of the English and maths interventions. Many of the children entitled to PPG also have special educational needs. 22 of the 98 PPG children are on the schools SEN register and 4 of these children have very complex needs. So, even though analysis of interventions shows that many of these children were still attaining below age related expectations at the end of the academic year they did in fact make good progress from their individual starting points.
- Buy in Speech and language therapy continues to provide excellent value for money. Having a therapist on site every week ensures that programmes and targets for children with the most complex needs are reviewed and updated regularly. It also means that all children have equal access to the service and it gives the speech therapist the opportunity to work with teachers, TA's and parents and ensure that the speech and language needs of the children on the caseload are addressed in all areas of their life.
- Forest school was very well received by all of the children. For those that attended weekly the data shows that many of them developed the skills to work as part of a team, express themselves in an appropriate way, listen to the view and opinions of others and develop a more positive opinion of themselves. The raise in self-esteem was particularly evident in the older children and had a huge impact on their ability to cope with the Year 6 assessments and their transition to High School.