



Featherstone Primary School

Pupil Premium Allocation – Summary of spending

Grant for 2011 /2012: £22,936.

How was Pupil Premium used?

Objectives in spending PPG:

Deployment of Teaching Assistants –Funding used to provide additional support to increase attainment. Particularly for literacy and mathematics; and support for social group activities.

We used data to allocate TAs to focus on identified FSM/LAC pupils. IMPACT: Our data in 2011-12 demonstrates that in some classes FSM pupils performed better than Non-FSM.

Provision Mapping in Key Stage 1 and 2: Teaching Assistant support was being used to maintain or increase support in lessons or to deliver support through small-group interventions, particularly in literacy and numeracy.

Funding also used for Continuous Professional Development:

All teachers went on either: Improve Teacher Programme / Outstanding Teacher Programme. The impact of this was to raise the quality of teaching and learning. APS below demonstrated a rise in learning and progress.

NCSL: Two teachers are on Middle Leaders Development Programme (Early Years Foundation Stage and Outdoor Learning / Reading & Phonics / Support for Spellings).

Previous performance of disadvantaged pupils 2011- 2012

(pupils eligible for free school meals or in local authority care for at least six months)

English.

Attainment: Overall 88% of FSM pupils achieved Level 4+ of which 50% achieved Level 5.

Progress: 63% of pupils made than 12 points or more progress.

Maths

Attainment: Overall 88% of FSM pupils achieved Level4+ of which 25% achieved Level 5.

Progress: 63% of pupils made 12 points or more progress.

English and Maths Combined (% of FSM pupils who are either FSM eligible in the last 6 years or have been looked after continuously for 6 months achieving level 4+ or above in both KS2 English and Maths).

78% of FSM pupils gained Level 4.

Allocation of PPG and Impact on Attainment for pupils

Summary

We identified through our Assessment and Tracking data, pupils on Free School Meals and those Looked After and allocated intervention programmes. For example; September 2011, data for Year 6 pupils demonstrated a gap of three points between FSM and Non-FSM. As a result of this, Teaching Assistants were deployed to boost pupils' progress in English and Maths.

Impact

At the end of the academic year (July 2012), pupils on FSM made steady progress and were in line with their peers. End of KS2 results for reading were 93% with 92% of the pupils making two levels expected progress.

The table below shows FSM pupils Average Points Score in Sept 2011 and through intervention demonstrates the progress that they have made in July 2012.

Year	Reading APS for FSM pupils		Writing APS for FSM pupils		Maths APS for FSM pupils		Allocation of PPG.
Year 6:	Sept	20.2	Sept	18.8	Sept	19.5	TA allocation to support pupils in Literacy and Numeracy lessons. One to One teacher targeting maths.
	July	29.3	July	27	July	27.7	
Change in APS	9.2		8.2		8.2		
Year 5	Sept	20	Sept	19.5	Sept	21	TA allocation to support pupils in Literacy and Numeracy lesson.
	July	23.3	Jul	23	Jul	22.5	
Change in APS	3.3		3.5		1.5		
Year 4	Sept	13.8	Sept	14.2	Sept	13.2	Deployment of TA support to target English and Maths.
	July	20.6	July	20.6	July	19.4	
Change in APS	6.8		6		6.2		
Year 3	Sept	12.7	Sept	11.3	Sept	12.5	Deployment of two TA's to support English and Maths.
	Jul	18.1	Jul	16.6	July	18.6	
Change in APS	5.4		5.3		6.1		
Year 2	Sept 9.6		Sept 9.2		Sept 9.6		0.8 part-time TA. Focus – developing writing skills.
	Jul 13.8		Jul 12.6		Jul 13.4		
Change in APS	5.4		3.4		3.8		
Year 1	Phonics All pupils on FSM met the threshold for Phonics Testing in Yr 1. 100%				Full-Time TA Phonic Training for TA and Teacher.		

Ofsted Dec 2011

'The gap is closing, particularly in reading and writing where they receive some good quality interventions'.

There are many opportunities to write at length for the majority of pupils because there has been a whole-school priority on writing.

Targeted individual support, mostly in reading and writing, ensures that pupils with special educational needs and/or difficulties are progressing in line with other pupils.

Through its improving use of data the school has identified that there are differences in the performance of some groups of pupils. It is starting to investigate this and adapt teaching and support accordingly, to ensure that all groups make the progress expected of them.

Parent view:

80% of parents agree (including strongly agree) that their child is making enough progress at this school (Ofsted 2011).