

**Petteril Bank School**  
**Pupil Premium Grant 2014/2015**

Pupil premium is additional funding for schools based on the number of children in the school eligible for free school meals.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within our school environment.

Petteril Bank School is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to a wide curriculum
- Alternative support and intervention within the school

| Number of pupils & pupil premium grant (PPG) received   |                                   |  |  |
|---|-----------------------------------|--|--|
| Total number of pupils on role  |                                   | 132  |  |
| Total number of pupils eligible for PPG   |                                   | 77   |  |
| Total amount of PPG received  |                                   | £100,100.00  |  |
| Objectives of spending PPG:   |                                   |  |  |
| The school continues to identify 'raising standards' as the primary objective for using pupil premium funding.<br>The funding will be used to:  |                                   |  |  |
| <ul style="list-style-type: none"> <li>• provide intervention programmes as appropriate to narrow the gaps in pupil progress.</li> <li>• provide additional staffing to teach year 6 children in a single form class</li> <li>• provide 1:1 support for children to narrow the gap and achieve national expectations.</li> <li>• provide support to raise aspirations of children and encouraging more parental responsibility and engagement for pupil progress</li> </ul> |                                   |  |  |
| Item  | Cost                              | Objectives   | Outcomes   |
| Smaller classes in Y6<br>Full time teacher from<br>September – March<br>( A Pike)   | Full time teacher for 7<br>months | To ensure the Year 6 are<br>well supported with quality<br>first teaching in an<br>individual year group to<br>ensure that they make good<br>progress and ensure the<br>children make more than 2<br>levels progress from Key<br>Stage 1 | 2 levels progress in<br>writing for 90% of<br>disadvantaged pupils<br>compared to 95% of<br>non- disadvantaged<br>pupils nationally.<br>2 levels progress in<br>reading for 80% of<br>disadvantaged pupils<br>compared to 92% of<br>non- disadvantaged<br>pupils nationally<br>2 levels progress in<br>mathematics for 80%<br>of disadvantaged<br>pupils compared to |

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|  |  |  | 91% of non-disadvantaged pupils nationally   |
| 1:1 Tuition for target pupils to ensure they make progress to achieve national expectations.<br>R Hirst      | 0.2 FTE teacher April – September<br>0.4 teacher<br>October – April  | To target children who are not making adequate progress in mathematics and provide intervention to narrow the gap  | July 2015<br>83% achieved level 4 in KS2 SAT's in mathematics, compared to 87% nationally for all pupils.<br>2 levels progress in mathematics for 80% of disadvantaged pupils compared to 91% of non-disadvantaged pupils nationally |
| 1:1 tuition for target pupils to ensure pupils make progress to achieve national expectations<br>J Nicholson | 0.2 FTE teacher April – Aug to release class teachers to provide intervention packages<br>0.1 FTE teacher Nov – March<br>Small group intervention. | Intervention groups monitored and children provided with additional support based on attainment and progress levels.                                     | Evidence demonstrates positive impact to narrow gaps for specific children as demonstrated in tracking system.   |
| Small group and 1:1 tuition for target pupils to ensure pupils make good progress<br>L Woods                 | 0.5FTE teacher to provide interventions<br>April – July  | Intervention groups monitored and children provided with additional support based on attainment and progress levels.                                     | Evidence demonstrates positive impact to narrow gaps for specific children as demonstrated in tracking system.   |
| U can shine programme  | Coach from 'U Can Shine' programme one day a week –  | Children's aspirations are raised. Children understand how to set targets and barriers to achieving targets and accept responsibility for their actions. | Impact – improved behaviour in school as seen in the reduction of exclusions in school. Pupil voice demonstrates positive impact in school.  |
| To provide emotional support for children and families   | Counsellor in school to support target children.   | Children are supported enabling them to access learning with confidence.   | Feedback from pupils and parents positive. Pupils feel supported and able to focus on learning.  |
| To provide additional visits and trips for children.   | Additional trips to widen experiences for children and enable them to access a wider curriculum  | Children have a wider range of experiences   | Pupils accessed a wide range of trips and visitors developing a wider understanding of the world around them.  |
| To provide additional experiences during theme weeks   | Themes weeks during the term with external support to ensure high quality teaching in specialist   | Children access quality experiences linked to theme of the week  | Feedback from children is positive highlighting they felt the theme weeks developed weaker   |

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|   | subject  |  | understanding of subjects.   |
| Each class has teaching assistant hours to deliver intervention packages to ensure children make good progress. | Additional hours to support small groups in class and provide intervention.                | Children work in smaller groups.<br>Smaller group interventions                                    | Targeted support impacted on pupil confidence. Progress seen in tracking system. |
| Enhance the reading books for home reading to develop an enjoyment for reading                                  | New ranges of reading books enable pupils access high quality books at school and at home. | Children access high quality texts that are recommended for the reading ability of each year group | Reading ages have improved in all classes as seen in tracking files              |
| Intervention resources for small groups support<br>Numeracy support package. Phonics support                    | Resources provide effective support to enable pupils to make good progress.                | Resources available for support staff to teach high quality intervention sessions                  | Resources for literacy and numeracy impacting to secure basic skills             |