



St Pauls CofE Primary School  
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## Pupil Premium Review 2015 -2016

Number of pupils and pupils premium grant received	
Total number of pupils on roll	323
Total number of pupils eligible	57
Amount of PPG received per pupil	£1320
Total amount of PPG received (April 2015-16)	£185,502
Total spend	£185,502

### Background and Context

Approximately 18% of St. Paul's pupils are eligible for pupil premium funding, which is given to children receive free school meals, or have in the past. National research, and indeed our own school data, has shown that children who are eligible for free school meals can show underachievement at school for a variety of reasons. The government has therefore allocated a sum of money for each pupil premium child in schools in England. The amount for 2015-16 was £1320. Schools must be able to show evidence of the direct use of money to support the pupil premium children and also the impact of this spend. This review shows how we spent in at St Paul's School in 2015-16, and also outlines the proposed expenditure of pupil premium funding in 2016-17. Ofsted also commented (October 2014) on the progress of Pupil Premium children when they reported "Disadvantaged pupils make good progress. In the most recent tests, they were about a term behind their classmates in reading, writing and mathematics. However, they do much better than disadvantaged pupils nationally. The school has successfully helped them to catch up by providing good support that meets individual needs."

Target Area	Summary of Activity	Intervention	Cost	Impact
Develop communication skills especially in relation to public speaking skills	Blue Elephant Theatre	Blue Elephant delivered $\frac{1}{2}$ day workshops for either KS1 or Lower Key Stage 2 each week, culminating in performances at Blue Elephant Theatre	£3,500 - of which £2,600 came from Pupil Premium funding	Work was planned around curriculum topics. Children have written their own scripts, thus embedding curriculum learning and increasing opportunities to improve literacy skills. Children are generally sounding more confident when speaking in public, but this continues to be an area for further improvement.
Develop speech and language skills	Speech and Language Therapy	Speech and Language Therapist comes into school 1 day per fortnight	£6000 of which £3000 comes from Pupil Premium funding	Whilst we have increased the amount of time bought in for speech and language therapy, we continue to have a huge demand for this service. Teaching assistants are following up speech and language programmes to ensure pupils identified with specific needs get targeted support.

<p>Increasing learning time and individualising support in Key Stage 1</p>	<p>Teacher for Year 1 and 2 Teacher Assistant for Years 1 and 2</p>	<p>Teacher works 4 days per week with Pupil Premium children who require extra support to catch up. The Teaching Assistant works half time in class and withdrawing pupils for 1:1 support in developing skills they need.</p>	<p>£40,000 for the teacher £8000 for the teaching assistant £5000 for resources</p>	<p>Pupil Premium children have made similar levels of progress to their peers who are not on Pupil Premium, and in some cases faster progress. This has been a very effective intervention</p>
<p>Increasing learning time in smaller groups</p>	<p>Teacher in Key Stage 2</p>	<p>A full time teacher equivalent has worked in Key Stage 2, taking children out in small groups - all abilities</p>	<p>£44,000</p>	<p>This year we changed the provision slightly - one teacher worked part time in Years 3 and 4 and another in Years 5 and 6. The provision has been more targeted at pupils making less progress this year, and has managed overall by the Inclusion Manager, to ensure that appropriate interventions were applied where SEN was a factor. This intervention has shown that in Years 3 and 4</p>

				there has been little difference in progress between Pupil Premium and non Pupil Premium students, although there is a gap in attainment, and non-pupil premium students attain higher grades. In Year 5 and 6, there is a gap in both progress and attainment, which cannot be attributed to quality of teaching.
Increasing learning time in smaller groups	Sets in Year 6	Maths Leader takes a group of Year 6 children for maths and literacy each morning.	£25,000 for teacher £8,000 for teaching assistant	This has allowed Year 6 to be taught in smaller groups, and thus benefit from more teacher time. At present we are awaiting National Tests results to measure impact.
Minimise the impact of emotional and behavioural barriers to learning	Social and emotional support in Year 4 (SEAL)	Support staff trained to work 1:1 with Year 4 pupils who have been identified as having a social or emotional need. This is to help children	£4000 of which £2000 comes from Pupil Premium funding	100% of children met SEAL targets. Reading: ARE = 63% / 100% required progress or better. Writing: ARE = 38% / 100% required progress or better.

		who are underachieving through reasons of vulnerability.	£10,000 spent on resources	Maths: ARE = 63% / 25% required progress or better.
Meet the needs of Pupil Premium children with special needs	Interventions from the EAL Support Assistant, Learning Mentor, Pupil Development Centre (PDC) Support Assistant and the Literacy Support Worker.	Support staff are trained in their specialisms to meet the emotional or learning needs of children in school, the majority of whom are also Pupil Premium.	Total cost is £90,000 of which £30,000 is paid for with Pupil Premium money	Data tracking shows that in the literacy intervention, many pupils make accelerated progress - some have been taken off the intervention as a result. The PDC intervention and the Learning Mentor have made improvements in individual children's behaviour, and have helped focus several children settle and engage with learning.
Meet the needs of Pupil Premium children with special needs	Specialist dyslexia teacher - for children who have not been helped by Literacy Support	Dyslexia teacher comes in to school approximately 3 times per half term to assess pupils for dyslexia and advise teaching and support staff on dyslexia	£9,000	Pupils with identified Dyslexia have made between 3-4 points progress across the year in reading and writing, most are working under age related expectation.

Improve attendance	Office administrator	All persistent absentees are Pupil Premium children. One of the office administrators works as a Home School Liaison Officer to try to improve attendance.	£8,000	Persistent absenteeism has increased this year, largely to the threshold being raised to 90% attendance from 85%, making it difficult to compare this year's statistics with last year.
Ensure all pupils can participate fully in all aspects of school life	Resources	Be able to cover costs to ensure no child misses out on opportunities on the grounds of cost	£3,000	Money has been used to cover costs for Pupil Premium children, such as correct uniform, PE kit, costs of after-school clubs where this cannot be met by the parent
Minimise the impact of emotional and behavioural barriers to learning	Stand Out Boys Project Psychotherapist	As well as the SEAL programme, more specialist professional services have been introduced into school to assist with behavioural issues in school. They are: Stand Out Boys Project A psychotherapist These will complement the work of SEAL, the	Stand Out Boys £9,000  Psychotherapist £12,000	Stand Out Boys Project has worked mainly in the Early Years, and has intervened with a number of children, improving their behaviour and engagement with school. This has been rated as an outstanding intervention by the staff in EYFS. The psychotherapist has worked with children with the

		Learning Mentor and The PDC		most challenging behaviour in school. The impact of this has yet to be evaluated in terms of academic achievement, but pupils using the service are engaged and working well with the psychotherapist. In some cases, there have been some improvements in behaviour.
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**Areas for further development:**

- Build on the work done to develop their public speaking skills.
- The Speech and Language Therapist does not have enough time to work with all the children who need it, and we need to continue to develop intervention skills amongst our support staff.
- Although Pupil Premium pupils are making similar progress to other pupils,, except in upper Key Stage 2 they are not as yet attaining the same levels as non Pupil Premium children, as was the situation in 2014-15.
- The model of a Pupil Premium Teacher for Key Stage 2 does not appear to be as effective as it is for KS1, and should be reviewed for effectiveness.
- Children with extremely challenging behaviour continue to need more specialist intervention than the Pupil Development Centre provides.
- Persistence absenteeism remains a problem, and the new Learning Mentor is focusing on meeting with parents whose children are in this group, working closely with the Education Welfare Officer to bring this down, s we are aware of the link between persistent absence and potential harm to children not in school.

## Planned Expenditure using Pupil Premium Funding 2016-17

All Pupil Premium spending is regularly reviewed and adapted if the impact is not seen after an agreed period of time. If there is an urgent need for a new direction, therefore, changes may be made to the agreed plan. Following this review and the school's self evaluation, the spending for 2016-17 (estimated at £171,600) is planned as follows:

Focus	Activity and modifications	Anticipated Cost
Increasing learning time and individualising support in Key Stage 1	Teacher for Year 1 and 2	£40,000 for the teacher
	Teacher Assistant for Years 1 and 2	£8000 for the teaching assistant
		£5000 for resources
Increasing learning time and individualising support in Key Stage 2	Instead of a designated teacher for Pupil Premium interventions, support staff will be trained in specific interventions, to meet arrange of needs, including booster groups, speech and language and dyslexia interventions	£40,000
Develop Speech and Language	Currently the Speech and Language Therapist is unable to meet the needs of all the children who require assessment and intervention, although we doubled expenditure on Speech and	£12,000

	Language Therapy. The Speech and Language Therapist should develop the knowledge of support staff to run more speech and language groups.	
Develop public speaking skills in St. Paul's pupils	St. Paul's pupils generally find it challenging to speak loudly and confidently in public. This could be a disadvantage later in interviews and presentations in secondary school or work. This is the focus now for Blue Elephant Theatre, and the pupils made good progress last year. This needs continued emphasis.	£3,500 from Pupil Premium funding
Minimise the impact of emotional and behavioural barriers to learning	As well as the SEAL programme (now rolled out to Year 4 also), more specialist professional services are being introduced into school to assist with behavioural issues in school. They are: Stand Out Boys Project A psychotherapist These will complement the work of	SEAL -£2000 from Pupil Premium  Stand Out Boys Project - £3,000  Psychotherapist - £12,000

	SEAL, the Learning Mentor and The PDC	
Meet the needs of Pupil Premium children with special needs	Interventions for literacy support, including specialist dyslexia teacher	£25,000
Improve attendance for persistent absentees	Funding for the Home School Liaison Officer, Learning Mentor	£8,000
Ensure all pupils can participate fully in all aspects of school life	Resource fund to enable children to participate in all activities including after school clubs, school uniform etc	£6,000