

# Pupil Premium Grant Expenditure: 2014/15

Overview of the school	
Total amount of PPG received:	£52 000

## Good Practice at Chancel 14/15

- ❖ supporting disadvantaged pupils to achieve the highest levels
- ❖ analyse which pupils are underachieving, particularly in English and mathematics, and why
- ❖ allocate the funding to the activities that were most likely to have an impact on improving achievement
- ❖ ensuring that all day-to-day teaching meets the needs of each learner
- ❖ allocate high quality staff to teach intervention groups to improve mathematics and English
- ❖ employ new teachers who had a good track record in raising attainment in those subjects
- ❖ use achievement data frequently to check whether interventions or techniques are working
- ❖ made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
- ❖ made sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve
- ❖ systematically focus on giving pupils clear, useful feedback about their work
- ❖ designate a senior leader with a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- ❖ ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- ❖ spending the Pupil Premium, agreed by governors and publicise on the school website
- ❖ provide well-targeted support to improve attendance, behaviour or links with families where there are barriers to a pupil's learning
- ❖ clear and robust performance management system for all staff, and include discussions about pupils eligible for the Pupil Premium in performance management meetings
- ❖ thoroughly involve governors in the decision making and evaluation process
- ❖ careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils

## Curriculum focus of PPG spending 2014/2015

- ❖ High profile of pupils eligible for free school meals - the high profile of disadvantaged pupils among staff, pupils, and parents and carers ensures that all are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the research-driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's Pupil Premium Project and its outcomes.
- ❖ Effective teaching and learning - all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.
- ❖ Targeted support - tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.
- ❖ The full range of educational experiences - support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events.
- ❖ Good facilities for supported self-study - the school considers this to be vital in order to even-out many of the disadvantages that pupils who are eligible for free school meals may face. They are provided with before and after school provision to enable supported self-study. Computer equipment, teaching support and meals are all on hand. This has proved to be one of the most effective mechanisms for helping these pupils to achieve more.

## Measuring the impact of PPG spending

### Outcomes to date:

- ❖ Data tracking that identifies the gaps - data tracking is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school. The academic interventions draw on whole-school funding. Interventions to support the 'other factors' then draw on Pupil Premium funding.
- ❖ Good attendance - staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.
- ❖ Pupil Premium Progress is carefully tracked and monitored across the school. Pupils with low Literacy and Numeracy levels are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

## Overview of Pupil Premium Spend for Academic Year 2014 - 2015

- The cost of educational visits was £334.80
- The cost of providing school Uniform was £315.25
- The cost of supporting pupils on outdoor education courses was £2 281.80
- The cost of providing music tuition costs were £143.37
- The cost of supporting pupils through planned intervention hours with the Pupil Support Officer (both for academic and nurture needs) was £ 28 628.00
- The cost of employing an additional lunchtime supervisor was £1 299.60
- The cost of delivering gifted and talented workshops was £ 1 089.00
- The cost of supporting Year 6 with additional booster workshops was £1 498.32
- The cost of supporting social, emotional and behavioural need through 'Pets As Therapy' nurture sessions was £310.60
- The cost of delivering additional group nurture sessions was £ 2 277.46
- The cost of providing breakfast club sessions £ 405.00