



PENNYMAN PRIMARY ACADEMY

PUPIL PREMIUM GRANT

ACADEMIC YEAR 2012 / 2013

The Government guidelines set out a number of groups eligible for pupil premium funding. These are as follows:

- Pupil recorded as 'Ever 6' FSM
- Children Looked After
- Service Children

However, at Pennyman Primary Academy, governors have agreed to allocate funds from Pupil Premium, and from core funding, to support any pupil (or group of pupils) who has been recognised as disadvantaged using the following criteria.

These include children who:

- are known to be vulnerable e.g. Protection Plan, Children in Need, Team around the Family
- are listed as having significant medical needs
- have been referred to outside agencies for mental health issues
- have families on low incomes where difficulties are known
- have support from the Pastoral Team e.g. attendance, behaviour, family problems
- have significant social issues inside and outside of school (e.g. police, council involvement)
- are anticipated to have problems with transition

Pupil information as at September 2012

Year Group	Number in class	Pupil Premium plus 6 years	Overall percentage of year group / school
Reception	54	25	46.30% - 6.91%
Year 1	54	33	61.11% - 9.12%
Year 2	53	25	47.17% - 6.91%
Year 3	50	34	68.00% - 9.39%
Year 4	52	34	65.38% - 9.39%
Year 5	54	32	59.26% - 8.84%
Year 6	45	33	73.33% - 9.12%
Total	362	216	59.67%

The pupil premium grant is received on a financial year basis (April to March) and the pupil census recorded in the January immediately prior to the financial year. The Academy spending plans are based on an academic year basis and therefore the PPG received reflects proportionate amounts of funding across 2 financial years i.e 5/12ths and 7/12ths.

Total number of pupils on roll - January 2012 reception - year 6	366
Total number of pupils eligible for PPG	
April 2012 - March 2013	216
April 2013 - March 2014	235
% of school population	59.67%
Amount of PPG received per pupil	
April 2012 - March 2013	£623
April 2013 - March 2014	£900
Total amount of PPG received (September 2012 - August 2013)	£166,623

Funding

- Additional Teacher
- Teaching Assistants
- WAT intervention
- Reading Recovery intervention
- Reciprocal Reading
- Numbers count intervention
- Fisher Family Trust intervention
- Toe by Toe / Power of 2 intervention
- Lexia intervention
- Residential visits, outdoor activities & performances
- Specialist music teachers
- Sensory room
- PSA/ Behaviour Mentor
- Attendance awards
- Breakfast club

See Review and Development Plan (RAD) September 2012 - July 2014 for full year/group breakdown and evaluation.

Spending 2012 - 2013

Pupil Premium Grant £166,623

2012-2013 Spend

Intervention	Recourses	Full cost	% Pupil Premium Grant (59.67%)
Year 6 Booster groups 3 times a week (afternoons) until February half term (6mths)	1 Teacher	£12,061.77	£7,197.26
February until May half term 2 Teachers out 4 afternoons per week (3mths)	2 Teachers +	£6,030.88	£3,598.63
	Supply cover	£14,844.24	£8,857.56
Starfish 3 afternoons	TA (LG)	£2,825.55	£1,686.00
Year 5 Booster groups 1 afternoon per week	TA (JH) 3 afternoons per week plus	£3,637.61	£2,170.56
Starfish readers			
Reciprocal reading	2 Teachers (EC -PR)	£8,743.42	£5,217.20
Write away	Booster 1 afternoon per week		
Year 3 & 4 Write away	2 TA's (TH - JR)	£7,275.23	£4,341.13
Reciprocal reading	3 afternoons per week		
Starfish readers			
Starfish readers	1 TA (MD) 30mins per day x 5 days	£3,196.00	£1,907.05
	1 TA (AT) x30mins per day x 5 days		
	2 TA's (VV - LP) 30mins x 2 days		
Learning Mentor / PSA	LH	£19,430.76	£11,594.33
	AP	£6014.92	£3,589.10
Behaviour Support	DI	£5,900.00	£3,520.53

	Southlands play leader	£5,200	£3,102.84
	Young people's service	£1,320.00	£787.64
Toe by Toe / Power of 2	1 TA (JG)	£6,314.16	£3,767.66
Lexia	2 TA'S (LC - SMcI) 1 hour per day	£1,212.54	£723.52
Fisher Family Trust	2 TA's (LC - AT) 30 mins x 5 days	£1,212.54	£723.52
Year 1 & 2 Numbers Count	1 Teacher (BN) 5 x ½ day mornings	£22,447.92	£13,394.67
Courses	Fisher Family Trust	£1,440.00	£859.25
	Focus education	£1,101.49	£657.26
	Hazel Petite - massage in schools	£480.00	£286.42
	Helen Gordon - Dyscalcula	£400.00	£238.68
Whole staff developing writing -	Pie Corbett - talk for writing	£6,700	£3,997.89
Attendance awards	Cineworld	£1,500.00	£895.05
School trips / productions	Financial support	£20,000	£11,934.00
Specialist Music	Brian Wise steel pans	£3,500.00	£2,088.45
	Chris Nixon - music	£3,634.50	£2,168.71
	Bandland - new piano	£3,330.50	£1,987.31
	The Sage - big sing	£650.00 /	£387.86
Summer Activities/ after school clubs	Apollo Arts	£1,235.00	£736.92
	Steel pans	£400	£238.68
	Dance Factory	£1,216.00	£725.59

	Full Swing	£420.00	£250.61
	Lee Fawcett	£350.00	£208.84
	Middlesbrough Council - cooking with parents	£767.84	£458.17
Building/ grounds improvement - upgrade IT provision to support Teaching and Learning - Extra whiteboards for smaller groups	Cuspien - Whiteboards	£30,536.81	£18,221.31
	Optimum- refurbishment of sluice/ict	£9,120.81	£5,442.39
	Wilkinsons Landscapes KS1 reading area	£5,829.13	£3,478.24
Extra teachers to facilitate smaller literacy and numeracy class sizes	Year 1 and Year 2	£77,614.32	£46,312.46

Summary	
Pupil Premium Grant Received	£166,623.00
Pupil Premium Grant Spent	£176,333.37
Academy Contribution	£9,710.37

REVIEW OF ACHIEVEMENT / ATTAINMENT FOR PPG CHILDREN (SEPTEMBER 2012 - AUGUST 2013)

This impact evaluation provides an analysis of the achievement / attainment of PPG children, by intervention, during the 2012/13 academic year.

Additional teacher

Evidence suggests that providing smaller class sizes in Primary school (15 - 17 children) increases the attainment of Secondary age children by 20%, regardless of location of school.

In 2012 we introduced a phased programme of creating three smaller classes, initially introduced across Year 1 and 2, for literacy and numeracy.

Literacy focused interventions

During 2012-13 we used a range of literacy intervention programmes such as Lexia, Toe by Toe/Power of 2, Write Away, Starfish Readers, Reading Recovery intervention, Reciprocal reading and Fisher Family Trust intervention.

Numeracy focused interventions

During 2012-13 we used Numbers Count as the preferred numeracy intervention programme.

Whole Academy Reading Average Point Progress 2012 - 2013

All pupils	4.06 (4.04)
FSM	4.02 (4.02)
Non-FSM	4.14 (4.08)

Whole Academy Writing Average Point Progress 2012 - 2013

All pupils	3.60 (3.63)
FSM	3.65 (3.72)
Non-FSM	3.55 (3.54)

Whole Academy Maths Average Point Progress 2012 - 2013

All pupils	4.06 (4.05)
FSM	4.01 (4.05)
Non-FSM	4.14 (4.08)

Black = whole cohort Red = Mainstream taught (excluding statemented pupil data)

Residential visits / outings / performances

Residential visits provide a great opportunity for pupils to have real life experiences and face a range of stimulating challenges that contribute significantly to their personal development. Teacher / peer interaction outside of the school environment promotes and develops interpersonal skills, including leadership, teamwork, trust and respect.

87 / 366 children took part in the residential visits to Carlton Outdoor Centre or Peat Rigg Outdoor Centre (including SEN children). 24%

Specialist Music teachers

Most children will have their first experience of music at school. At Pennyman we value the importance of providing music education to a high standard and ensuring it is available to all of our children as possible.

Sensory Room

A purpose built multi-sensory room offers direct and indirect stimulation in a relaxed, secure and welcoming environment. All of our equipment has been carefully chosen to enhance the curriculum and allow the child to interact using a range of resources, such as bubble tubes, wall panels, fibre optics, sensory lighting, projection and wi-fi controllers.

100% of children (including PPG) can access the sensory room for both educational and medical/therapeutic needs.

Parent Support Advisor/Behaviour Mentor

In 2012/3 we targeted PSA and Behaviour support to children and families across all key stages. Support varies from telephone conversations, coordinating attendance & punctuality awards, network meetings and 1:1 pupil support meetings. The provision has included:

- supporting the EWO in monitoring and maintaining attendance levels that are at or above those expected nationally.
- emotional support re: separating or bereaved families, challenging behaviour.
- support for setting boundaries and strategies that promote positive behaviour.
- vulnerable learners team; signposting parents to support for housing, mental health, counselling, food banks, social care, domestic violence, young carers etc...
- attendance at Key worker meetings.
- parenting classes (Triple P), special family activities and drop-in sessions.
- supporting secondary transition.

The impact of this support has resulted in greater communication between school and parents; improved attendance and punctuality, improved emotional states of children, improved behaviour in school and at home. Parents and children are more aware of whole school expectations and how to access appropriate support. Parents have informed us they have increased confidence and feel more empowered to set goals and take on new challenges.

Breakfast Club

At Pennyman we provide a healthy breakfast to over 120 children of all ages. The benefit to our children and their families is significant; it is evident that starting the day with breakfast improves learning, concentration and social development. We see improved attendance and punctuality. Older children offer support and act as positive role models to younger children. Many parents inform us that the option of a 8am start allows them to be part of the workforce, giving them a greater sense of social and economical wellbeing.

The high adult ratio at breakfast club enables children to access Lexia, Choir practice and Computer club.