

St. George's Central Primary School and Nursery

Enquiries into the effectiveness of pupil premium strategies used at St. George's Central Primary School and Nursery in 2015/2016

Enquiry Question	Verdict	Evidence	Next Steps Continue with intervention? Amend?
Did having phonics interventions for KS1 boost their achievement in literacy?	Yes in terms of phonics. To an extent in terms of literacy. However there is still a gap between PPG and non PPG for reading and writing in Y1.	Phonics Screening Check percentage pass: 90% Y1 figures for reading and writing.	Continue with phonics interventions for Y1 pupils. Continue with interventions for Y2 pupils, however with a focus on applying learning into reading and writing to aim to close the gap for what will be Y2 pupils.
Did having a reading and comprehension intervention for KS1 boost their achievement in reading?	Yes. Our percentages were above both the authority and the national percentages for reading as a whole.	80% children achieved the national standard in reading. Y2 reading attainment gap: 0.6%	Repeat next year.
Did having an attendance and punctuality advisor lead to better attendance across the schools?	Yes. However the figures only show a slight improvement from last year.	<u>2014/15</u> Authorised absence: 2.8% Unauthorised absence: 1% Persistent absence: 0% <u>2015/16</u> Authorised absence: 2.7% Unauthorised absence: 0.8% Persistent absence: 6%	Continue with this approach next year. Continue to look for strategies to tackle persistent absenteeism.
Did having a speaking and listening intervention for KS2 boost their achievement in literacy?	It was agreed that the intervention was generally successful. However it didn't necessarily translate into tangible results and some teachers reported that they weren't necessarily seeing progress from these children in the basics of reading, writing and maths.	See whole school figures and gap data for each class.	In January this was amended to include a focus on written and spoken English. However it has now been decided to replace this intervention.
Did having Sounds Write phonics intervention for KS2 boost their achievement in literacy?	It was agreed that the intervention was generally successful. However it didn't necessarily translate into tangible results and some teachers reported that they weren't necessarily seeing progress directly.	See whole school figures and gap data for each class.	Continue next year. Look out for alternative interventions Teachers to develop "same day intervention" techniques when suitable according to what has been taught in their classes and the needs of their children.
Did having Maths Recovery intervention for KS2 boost their achievement in maths?	On the whole no. The attainments gaps between pupils included were initially too wide and time tabling restraints made it difficult to split into two groups. Thus in January this intervention was amended. Some Y3 children received an	See whole school figures and gap data for each class.	In January this was amended in light of teacher feedback. Some Y3 children received an hour extra tuition, taught by a maths specialist, in place of Schofield maths. It has now been decided that Maths

	hour extra tuition, taught by a maths specialist instead.		recovery will be for a select group of Y5s due to pupil needs.
Did having Reading Explorers reading comprehension intervention for KS2 boost their achievement in literacy?	It was agreed that the intervention was generally successful. However it didn't translate into end of KS2 scores.	See whole school figures and gap data for each class.	Continue for Y3-4 in current form. Y5s to continue with it, taught by an HLTA, but to include more "test" style questions and work on test techniques i.e. building up speed/stamina in reading. Y6s to have extra support from HLTA for two afternoons a week which will include delivery of Reading Explorers tailored to suit children's needs as directed by class teachers.
Does providing a Homework Club for KS1 impact on pupils' amount of homework done/parental engagement?	Yes.	All classes reported a good standard of homework completed and the club was well attended throughout the year.	Continue next year Provide more activities to develop fine motor control.
Does providing a Homework Club for KS2 at Shakerley Community Centre impact on pupils' amount of homework done/parental engagement?	Yes.	All classes reported a good standard of homework completed and the club was well attended throughout the year.	Continue next year.
Does providing extra after school sports/swimming/specialist teaching promote better outcomes and engagement for pupil premium children?	Yes.	Clubs are generally well attended. Percentages of pupils per class attending are kept by the head teacher. See whole school figures and gap data for each class.	Continue with the wide range of clubs on offer. Try to provide more clubs at lunchtime so they are easier for PPG children to attend. Collect lists of attendees at clubs to secure specific figures of PPG children attending.