

Pupil Premium 2014/15

In 2014/15 we received Pupil Premium for 13 pupils: £17,400 funding in the financial year.

As in previous years the Governing Body and school staff used the funding to support the employment of specialist teaching assistants, able to deliver one to one and small group intervention support to targeted pupils. In September 2014, following a review of school staffing levels, it was decided to split our Key Stage 2 classes into Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) for the teaching of core subjects (Maths and English) for 4 sessions a week. The Pupil Premium funding supported the employment of a qualified teacher for 4 mornings a week, allowing the classes of around 30 per class to reduce to about 15 in each teaching group, improving the pupil teacher contact ratios.

The school continues to maintain at least one teaching assistant in each class, allowing higher levels of adult/child contact into this School Year.

- Emerald Class – (YR-2) – 20 children – 2.5 adults – ratio = 1:8
- Diamond Class – (Y3-6) – 30 children – 1.5 teachers + 2.5 teaching assistants – ratio – 1:7. For morning sessions ratios are 1 teacher for 15 pupils and at least 1 teaching assistant in each group – reducing core teaching ratios to 1:5 in Lower Key Stage 2 and 1:7 in Upper Key Stage 2.

Where we have pupils with significant SEND, we receive some Top Up funding from the Acle Cluster of Schools, but again where a pupils in entitled to Pupil Premium, we have used this money to ensure high levels of support in class and at significant points in school.

Impact 2014 data:

Fleggburgh Primary school is an very small school with small cohorts and a high percentage of pupils with additional needs – 37%. The school entered into a Partnership arrangement with Freethorpe Primary School in September 2014, with the appointment of a partnership headteacher. A significant review and evaluation of the school teaching approaches has taken place since September and an external scrutiny of the school and its performance was undertaken in January 2015 by an advisor from Cambridge Education Associates, Joy Stopher who noted:

“trends over time are inconsistent but generally above average. Inconsistency is an inevitable consequence of the small and very variable cohort sizes now compounded by mobility and an increase in roll”

“the good level of development (GLD) results for the early years foundation stage (EYFS) were 100% in 2014 above national and local averages, as were the scores at 34. Despite the very small cohort size for phonics (3 pupils) the school has recognised weaknesses in the teaching of phonics. There is significant variation in the results in maths and reading in Key Stage 1 from results in phonics and writing and this is a key area in the school improvement plan.”

To bring about improvements in KS1 there is now a clear personalised plan for each child in phonics; in writing the school has introduced Big Write and is increasing the amount of writing across the curriculum. Maths was an issue at the last inspection in 2012, but has improved and is now strong

Key Stage 2 – The Key stage 2 cohort in 2014 consisted of 6 pupils with 5 reaching the expected level in Reading, writing and maths, which in percentage terms is in line with the national averages. Average Point Scores are also in line with national averages. Progress in writing improves dramatically in KS2 with more than 75% making more than expected progress; which is significantly above the national average.

Disadvantaged pupils, in receipt of pupil premium entitlement make good progress over time in Key Stage 2.