

Pupil Premium for 2014-15: Allocation/Expenditure and Impact

As part of the national drive to raise standards in learning, and therefore achieve more positive outcomes for ‘vulnerable pupils’, Pupil Premium Funding was released to schools by the Department for Education.

Schools are required to publish the anticipated impact of their spending at the beginning of a new academic year and then publish the actual impact of it at year end.

Below is our allocation/expenditure and impact for 2014-15.

How Pupil Premium Funding is targeted to improve outcomes for pupils?	Intended impact of targeted funding allocation	Pupil Premium Allocation/ Expenditure	Impact
Economic:			
<p>To allow pupils to join the residential experiences organised by the school.</p> <p>To allow pupils to be involved in off-site visits, and other out-of-school activities, where a voluntary contribution is requested.</p>	<p>To promote new learning ‘beyond the classroom’.</p> <p>To provide a social and emotional learning experience.</p> <p>To both support and enhance curriculum delivery.</p> <p>To promote an engagement with learning.</p>	£9,845	<p>19 pupil premium pupils were funded to attend residential experiences (optional, but very much enjoyed, according to pupil feedback) and 24 to take part in Day Visit opportunities.</p> <p>5 of our younger pupils were funded to attend swimming lessons and a further 7 to attend our ‘Cool B4 School’ Breakfast Club.</p>
<p>To provide a contribution towards school uniform for all pupil premium pupils (Y1-Y6)</p> <p>To provide new school starters (pupil premium pupils by the end of Foundation Stage) with a £50 contribution towards school uniform.</p>	<p>To ensure all new starters have the required uniform and therefore feel part of the school community.</p>	£2,899	<p>This proved to be a popular delegation of funds with 35 PP pupils accessing this funding provision.</p> <p>The wearing of school uniform has been monitored and changes have been agreed to simplify expectations as from September 2015.</p>

Emotional:			
To provide targeted Pupil Mentor time for individual pupils and their families.	To promote a readiness for learning. To improve behaviour for learning.	£6,780	12 pupil premium pupils received approximately 100 hours of targeted support from our Pupil Mentor; this ranged from 1:1 sessions to small groups focusing upon friendship, anger, self-esteem, bereavement. All pupils benefitted from the guidance and were enabled to make progress both socially and emotionally impacting upon academic achievements. As well as the 'led sessions' the pupils were able to access 'drop in' sessions. In addition our Pupil Mentor worked with a small handful of parents to help them manage their home circumstances.
Educational:			
To provide targeted intervention work with a higher level teaching assistant (1:1 or small group)	To improve knowledge, skills and understanding. To improve confidence. To raise standards of achievement.	£26,576	By the end of Y1 the PP pupils made 'good better than national' progress in their Reading and Maths, as did the non-PP pupils. Both groups of pupils made 'good similar to national progress' in their Writing by the end of year. In Y2 the PP pupils made similar progress to the non-PP pupils; 'good better than national' in Reading and 'good similar to national' in Writing and Maths. Support for all 'vulnerable groups' in KS1 had impact and was tailored to need. By the end of KS2 the 9 Year 6 pupil premium pupils made on average 'good better than national' progress' across the Reading, Writing and Maths combined, with Writing showing
To provide targeted intervention work with a learning support assistant (1:1 or small group)		£14,450	

			Outstanding progress; this was the same for the 65 non-PP pupils. Progress in Reading for all pupils will require consideration in 2015-16 with the focus for 2014-15 having very much been on Writing, with pleasing progress having been made, some attention needs to revert back to Reading.
To provide targeted Reading intervention work with a teacher (1:1) ('Reading Recovery')	To improve reading confidence and skills. To enhance pupil access to learning.	£18,351	5 Y1/2 PP pupils worked with our Reading Recovery teacher. Between programme start to finish (average programme time being 6 months) the average points progress made per pupil was 4 points with the average reading word age increasing by 14 months. Additional 'after intervention' time was provided to pupil premium pupils in order to 'touch base' and talk about their reading.
To provide Reading Breakfasts for Y1 – Y3 pupil premium pupils	To improve progress in Reading for identified pupils.	£2793 (+ £262.50 for food)	16 pupils in receipt of PP funding have accessed this opportunity to further develop/practise reading skills and qualitative parental feedback has suggested that pupil engagement in Reading has improved, with some stating that the impact in terms of enjoyment and skills has been 'incredible'. All pupils made measured progress. The 8 Y1 pupils made outstanding progress as did the 3 Y2 and 1 Y4 pupil(s); the 4 Y3 pupils, 75% of whom were SEN pupils, made less progress.
To support access for pupil premium pupils to Bug Club interactive reading programme	All KS1 + identified Y3/4 pupils able to access interactive resources to improve reading	£800	This proved to be a very popular programme for pupils and all pupils who wished to access this were able to do so, with teachers paying particular notice to those who were in receipt of Pupil premium Funding.

<p>To provide professional development for staff re. ECAC – Every Child a Counter (Maths intervention)</p>	<p>To improve the quality of intervention for pupils struggling with the acquisition of early maths skills and knowledge</p>	<p>£2000</p>	<p>One member of the teaching staff attended this central training programme and worked with pupils as ‘case studies’ to identify ‘next steps’ and identify how to move the learning on when mathematical understanding was unclear. Staff, particularly in KS1 can access support from this colleague during 2015-16. The intervention was ‘trialled’ on 3 KS1 pupils who made an average of 20 months progress in ‘number age’ over the year.</p>
<p>To provide targeted intervention to work with an EAL Learning Mentor (1:1 or small group)</p>	<p>To improve spoken and written English for identified pupil premium pupils. To enable more confident access to the curriculum.</p>	<p>£4,420</p>	<p>By the end of KS2 EAL pupils make greater pupil progress than non-EAL in all subjects. This is replicated in KS1. Particular focus was given to EAL pupils in Foundation Stage and KS1 in order to provide ‘early intervention’ in the hope that impact will be positively reflected throughout KS2 in future years. EAL achievement is, in many cases, significantly better across the school than the national picture.</p>
<p>To provide additional teaching assistant time in classes (with specific focus upon vulnerable KS1 pupils)</p>	<p>To allow pupils to access general learning support in class (non-specific intervention).</p>	<p>£13,628</p>	<p>Attainment of Y2 pupils 2013-14 showed an improvement on the previous year, and 2014-15 data shows an improvement on the 2013-14 data, suggesting that focused intervention is contributing to the desired impact of raising standards. Attainment of the PP pupils in 2014-15 at L2b+ was behind that of the non-PP pupils, however the % attainment of this pupil group was significantly better compared to the Y2 PP pupils in 2013-14; this is partly due to the more focused and ‘tighter’ intervention in 2014-15.</p>

<p>To provide attendance and welfare support for pupils and their families.</p>	<p>To ensure attendance is maximised. To ensure learners are in school learning.</p>	<p>£480</p>	<p>Attendance for all pupils rose from 95.7% (2012-13) to 95.9% (2013-14) and now to 96.7% (2014-15). The % attendance of pupil premium pupils was 95.3% by end of 2014-2015, an improvement on the 2013-14 figure of 93.8%. The aim for 2015-16 is to improve the % attendance further.</p>
<p style="text-align: right;">Total: £103,285</p>			