

## Use and Impact of Pupil Premium Funding 2013 - 2014

Pupil Premium funding is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, for service children and children who are looked after or have been adopted from local authority care since December 2005. The funding is also allocated to pupils eligible for FSM at any point in the last 6 years (known as the ever 6 FSM measure). Schools are free to spend the Pupil Premium as they see fit. However we are held accountable for how we have used the additional funding to support our pupils from low income families and how it has made a difference to the attainment of these pupils. From September 2012, we were required to publish online information about how we have used the funding. This ensures that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Our school in 2013-14, received £ 126,066 for Pupil Premium.

122 pupils were entitled to pupil premium funding in 2013-2014 – 88 of these were current FSM and 34 of these were Ever 6.

The yearly breakdown of these numbers is as follows -

Yr R – 19

Yr 1 - 12

Yr 2 – 15

Yr 3 – 25

Yr 4 - 16

Yr 5 - 15

Yr 6- 20

### Breakdown of Funding

This table indicates how we as a school organised the support for our most disadvantaged pupils.

<b>Activities Selected</b>	<b>What this does?</b>	<b>Targeted Pupils</b>	<b>Cost</b>
1. Teacher led Intervention on a 1:1 basis or in a small group	Small groups of children or individuals, worked with a teacher on developing their literacy and Numeracy skills.	Yrs 1,2, 3, 4, 5, 6	£107,419
2. Happy to be me	Small groups of children met once a week for an hour over a 6 week period with 2 LSAs. The aim was to develop children's self esteem.	Yrs 2 and 4	£550
3. Foundation Stage Intervention groups	Small groups of children from Reception worked with an LSA on Time to Talk (language skills) twice each week for 15 minutes.	YrR	£4222
4. Maths support – Numicon	The school uses a fully trained HLTA to help develop maths skills in children on a 1:1 basis. The sessions are three times each week for 20 minutes over a term and are designed to help ensure concepts are understood and that children can apply their knowledge of maths in a practical manner.	Yr3	£5982

5. FFT Wave 3 & ELS	Individual children receive 1:1 support with reading in Wave 3 and ELS supports small groups of children in developing early literacy skills.	Yr1	£4767
6. Resources	Increases the impact of pupil premium interventions across all year groups.	All when needed	£3000
7. Breakfast and After school club	Children who had a significant issue with lateness (lateness above 20%).	Yrs 1,2, 3, 4, 5, 6	£1500
8. Pyramid Club	To develop the confidence and self esteem of a group of 10 children in year 3. 1 ½ hours a week for 10 weeks.	Yr3	£650

### Evaluation of Spending

- The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so we can quickly identify any dips and develop strategies and interventions to promote improvement.
- Assessment data is collected and analysed half termly so that the impact of interventions can be monitored and evaluated regularly and so that changes can be made if needed.
- Assessments are closely monitored and moderated to ensure they are accurate.
- Our teaching staff attend and contribute to half termly pupil progress meetings where the identification of children and the interventions they are receiving are reviewed and evaluated.
- Regular feedback about performance is given to all our children and their parents / carers.
- A designated member of the SLT maintains an overview of pupil premium spending and its impact and there is a governor responsible for pupil premium.

#### Teacher led Intervention on a 1:1 basis or in a small group

The tables below indicate clearly that the large proportion of funding used for teacher led intervention has had a significant impact on the progress and attainment of our most disadvantaged pupils in all year groups, in reading, writing and numeracy, and in narrowing the gaps between them and children not receiving Pupil Premium funding.

#### Reading APS September 2013 – July 2014

Year Group	PP	PP cdn who have had teacher led intervention	Not PP
Y1	6	6.8	4.43
Y2	4.56	5.25	4.21
Y3	3.46	3.75	3.7
Y4	2.59	4	2.4
Y5	3.6	4	3.6
Y6	2.1	5	3.15

**Writing APS September 2013 – July 2014**

Year Group	PP	PP cdn who have had teacher led intervention	Not PP
Y1	6.33	7.67	5.35
Y2	4.13	4.67	3.98
Y3	3.23	3.86	3.31
Y4	1.88	2.36	1.88
Y5	3.47	3.49	3.27
Y6	2.67	2.86	3.76

**Numeracy APS September 2013 – July 2014**

Year Group	PP	PP cdn who have had teacher led intervention	Not PP
Y1	6.5	6.75	6.05
Y2	4.35	4.8	4.5
Y3	3.38	3.75	3.24
Y4	2.2	2.6	2.2
Y5	3.22	3.25	3.33
Y6	1.5	2	3.33

**Happy to be me**

15 children took part in Happy to be me. 14/15 deal better with not succeeding the first time. 13/15 felt more confident in new situations. 14/15 had better self esteem than at the start and were willing to have a go. 13/15 had more self belief and were less likely to put themselves down.

**Foundation Stage Intervention groups**

18 Reception children were selected for the Time to Talk intervention due to being below year group expectation in their speech and language skills. By the end of the intervention all the children in the groups achieved their start target and all were speaking in simple sentences.

**Maths support – Numicon**

Of the 3 children participating in Numicon, all three children made 2 sub levels progress within the academic year which they had the intervention.

**FFT Wave 3 & ELS**

Of the 6 Wave 3 children, 2 of them made 2 sub levels progress in reading, within the academic year which they had the intervention, 2 of them made 3 sub levels progress within the academic year which they had the intervention and 2 of them made 4 sub levels progress within the academic year which they had the intervention.

Of the 12 ELS children, in reading, 6 of them made 2 sub levels progress within the academic year which they had the intervention, 4 of them made 3 sub levels progress within the academic year which they had the intervention and 2 of them made 4 sub levels progress within the academic year which they had the intervention. In writing, of the 12 children, 2 of them

made 2 sub levels progress within the academic year which they had the intervention, 8 of them made 3 sub levels progress within the academic year which they had the intervention and 2 of them made 4 sub levels progress within the academic year which they had the intervention.

#### Breakfast and After school club

5 pupils attended breakfast and after school club and evaluations from the children and parents have been very positive. All 5 children, prior to attending breakfast club, had issues being late for school on a regular basis (higher than 20%), and this was completely solved by attending breakfast club as their lateness became 0% meaning no learning at the start of the school day was missed.

#### Pyramid club

Of the 10 children attending pyramid club 9/10 had more confidence to speak out in class. 9/10 had found making friends easier. 9/10 were happier about how they feel about school.