

Use and impact of Pupil Premium Funding 2014-2015

The **pupil premium** is additional **funding** for publicly **funded** schools in England to raise the attainment of disadvantaged **pupils** and close the gap between them and their peers. The Pupil Premium is allocated to those pupils that are known to have been eligible for free school meals in the last six years (known as 'Ever 6').

Schools are free to spend the Pupil Premium as they see fit. However, schools are required to publish information detailing how the Pupil Premium funding has been spent and how it has had an impact on the attainment of eligible pupils. This ensures that parents and others are made fully aware of how pupils are being supported.

In 2014-2015, our school received £181, 291 for Pupil Premium.

136 pupils were entitled to Pupil Premium Funding in 2014-2015. 80 of these were FSM (Free School Meals) and 56 of these were Ever 6.

The yearly breakdown of these numbers is as follows:

Year N - 3

Year R – 11

Year 1 – 29

Year 2 – 15

Year 3 – 15

Year 4 – 26

Year 5 – 19

Year 6 – 18

Breakdown of funding

Activity	How it works	Targeted Pupils	Cost
Teacher led intervention in small groups or 1:1	Small groups of children or individual children worked with a teacher to improve attainment and progress in reading, writing and maths.	Y1,2,3,4,5,6	£117, 227
Happy to be me	A group of 13 children met once a week for an hour over several weeks with two LSAs, working on building self-esteem.	Y2,4,5	£471

1 ST Class@Number 2	Small groups of children worked with a fully trained HLTA three times a week for half an hour to develop using and applying skills in maths.	Y3 and 4	£6494
FFT Wave 3 and ELS	Small groups of children worked with a trained LSA to develop their skills in reading and writing.	Y1	£5704
1:1 or paired reading intervention	Children worked 1:1 or in pairs to develop reading and comprehension skills with two LSAs every afternoon.	Y2,3,4,5,6	£3938
Breakfast Club	Children who were persistently late attended the breakfast club.	Y1,2,3,4,5,6	£2523
Pyramid Club	A small group of children worked for 1.5 hours a week for 10 weeks with two LSAs on building confidence and self-esteem.	Y3	£700
Home School Link Worker	The HSLW engaged positively with parents of Pupil Premium children across the school, through the Parenting Puzzle and through 1:1 support.	YR,1,2,3,4,5,6	£11,423
Subsidised Residential trip	The Year 5 and 6 residential was subsidised for those children eligible for free school meals.	Y5 and 6	£920
Resources	Resources were needed to run small group and 1:1 interventions.	Y1,2,3,4,5,6	£896
ELSA Room – The Harbour	A fully resourced room was created this year so that Emotional Literacy sessions could take place with children who needed this.	Y1,2,3,4,5,6	£30, 995

Evaluation of spending

Intervention teachers work closely with class teachers to monitor the progress of individual children. Assessment data is collected and analysed every half term so that impact is measured quickly and changes to groups are made as and where needed.

Members of the Senior Leadership Team hold half termly pupil progress meetings, where the progress of individual children is discussed and the impact of interventions is reviewed.

Assessment data is moderated by the whole staff in order to ensure consistency and accuracy.

A governor takes responsibility for Pupil Premium spending along with a member of the SLT. Together, they review spending and its impact on learning.

Teacher led interventions in small groups or 1:1

Reading APS (Average Point Scores) September 2014-July 2015

Year group	Pupil Premium Children	Pupil Premium Children who have had teacher led intervention	Non Pupil Premium	Time allocated per child
1	6.04	5.0	6.84	1 x 30 mins per week
2	5.83	6.29	5.58	3 x 30 mins per week
3	3.07	2.8	3.59	1 x 1 hour per week
4	4.62	4.4	5.23	4 x 30 mins per week
5	1.67	1.0	2.71	1 x 1 hour per week
6	2.5	1.43	1.14	4 x 30 mins per week

Writing APS (Average Point Scores) September 2014-July 2015

Year group	Pupil Premium Children	Pupil Premium Children who have had teacher led intervention	Non Pupil Premium	Time allocated per child
1	6.93	6.33	7.43	1 x 30 mins per week
2	4.83	4.5	4.42	3 x 1 hour per week
3	3.2	2.0	3.73	1 x 1 hour per week
4	4.54	4.0	4.92	4 x 1 hour per week
5	1.67	0.8	2.14	2 x 1 hour per week
6	4.0	3.5	2.36	4 x 1 hour per week

Maths APS (Average Point Scores) September 2014-July 2015

Year group	Pupil Premium Children	Pupil Premium Children who have had teacher led intervention	Non Pupil Premium	Time allocated per child
1	6.33	4.75	6.83	1 x 30 mins per week
2	4.5	4.0	4.61	3 x 1 hour per week
3	2.8	2.0	3.46	2 x 1 hour per week
4	4.15	4.0	3.92	4 x 1 hour per week
5	2.22	2.22	2.64	2 x 1 hour per week
6	3.88	3.0	1.79	4 x 1 hour per week

Breakfast Club

21 Pupil Premium children attended the Breakfast Club this year. This had a significant impact on lates, with 100% of children improving their punctuality as a result of Breakfast Club. This meant that no learning was missed.

Happy to be me

13 children took part in the Happy to be me intervention programme, focussed on improving children's ability to express their feelings and to develop their confidence and self-esteem. At the end of the 6 week course, 9 out of 13 children said they were happy at school and 2 children said they felt okay at school. 12 out of 13 said they felt happy with the club.

1st Class @ Number 2

In total, 15 children took part in this intervention. The intervention ran 3 times per week for 30 minutes. The intervention ran for 15 weeks. 11 out of 15 children made one sub-level progress during the 15 weeks that the intervention ran. 7 out of 15 children made a further sub-level progress after the intervention had finished, showing that they were able to apply the skills learnt back in the classroom.

FFT (Fischer Family Trust) Wave 3 – LSA led

In total, 6 children took part in this intervention programme. FFT ran for 10-20 weeks, depending on the child's progress, and ran for 20 minutes each day. 2 out of the 6 children attending the intervention sessions made 1 sub-level progress throughout the year, 2 out of 6 made 2 sub-levels progress and 2 out of 6 made 3 sub-levels progress. The APS (Average Point Score) of the 6 children for the year was 7.4, compared with the year group average of 6.58.

ELS (Early Literacy Support)

12 children in total took part in the intervention, which ran for 20 minutes per day over 16 weeks. During the 16 weeks, 12 out of 12 children made at least one sub-level progress in writing. 6 out of 12 children made 2 sub-levels progress and 2 children made 3 or more sub-levels. 4 out of 12 children made a further sub-level progress after the intervention programme had finished.

ELSA

6 children took part in Emotional Literacy sessions throughout the year. A pre and post-intervention questionnaire was used to determine impact. 6 out of 6 children felt that as a result of attending the intervention programme, they were more able to express their feelings, more able to listen carefully to others, more able to sort out problems when they felt angry and more able to follow instructions.

Pyramid Club

8 children attended the Pyramid Club this year. The aims of the club were to increase confidence and self-esteem. At the end of the intervention programme, 8 out of 8 children said they felt happy at school. 4 out of 8 children said they felt better about group work. 6 out of 8 children said that they had made new friends at the club.

Home School Link Worker

The Home School Link worker engaged with the parents of 30 Pupil Premium children across the year. This involved offering assistance with managing behaviour, benefits advice, assisting parents when completing forms, supporting to improve attendance and liaising with external agencies. 9 parents attended the Parenting Puzzle run by the Home School Link Worker. The Parenting Puzzle is a ten week course which offers positive, practical ways of guiding children so that they can manage their own feelings and behaviour.

Families have engaged positively with the courses and support available and this has had a positive impact on the behaviour and well-being of the children. 3 children whose parents attended the Parenting Puzzle in the Autumn term also had detentions at school in the Autumn term. In the spring term, and after the Parenting Puzzle had finished, none of these children had any detentions, showing that the Parenting Puzzle had allowed them to transfer their strategies to school as well as managing their feelings and behaviour at home.

Subsidised Residential Trip

The Residential Trip, which took place in June 2015, was subsidised for those pupils eligible for free school meals. 8 children paid the subsidised fee, ensuring equality of access to the curriculum for these children. Teachers observed that children showed greater collaboration skills as a result of the trip and were more confident and resilient when facing challenge.

1:1 or paired reading

22 children from across the school took part in this intervention. The children typically spent three 20 minute sessions reading either 1:1 or in pairs, over a period of 20 weeks. The time spent varied according to the needs of the child. Of the 22 children, 15 children made at least one sub-level progress in reading over the 20 weeks. 4 out of these 15 made 2 sublevels progress in 20 weeks. Of the 7 children who did not make progress over the 20 weeks, 6 of these had special educational needs. These children will be referred for more specialist intervention in the Autumn Term.