

STANWELL FIELDS COFE PRIMARY SCHOOL
PUPIL PREMIUM REPORT 2015-2016

What is Pupil Premium?

Pupil Premium is funding allocated to schools by the Department of Education to increase social mobility and reduce the gap in performance between pupils from disadvantaged backgrounds and their peers. Socially disadvantaged pupils have been defined as pupils eligible for free school meals (FSM) at some point in the last six years and children who have been in care for more than six months.

Its purpose is to raise attainment, accelerate progress and fulfil the achievement potential of all children. Schools receive funding for each disadvantaged pupil and can use the funding flexibly, in the best interests of eligible pupils. It is up to the school to decide how to spend the Pupil Premium funding because they are best placed to assess what additional education provision should be put in place to ensure maximum progress for all children in their care. All schools will be held accountable for how they have used the Pupil Premium funding and the impact it has had on the children's learning.

Pupil Premium at Stanwell Fields CofE

Pupil Premium at Stanwell Fields CofE is used primarily to accelerate the progress for eligible children, through the planning and delivery of a range of enhanced and personalised learning experiences and interventions.

At Stanwell Fields CofE we have approximately 30% of children who are entitled to Pupil Premium funding.

We regularly review our Pupil Premium initiatives to ensure they are having a positive impact. Each year we plan priorities for the years expenditure based on the cohort of eligible children.

Principles for supporting socially disadvantaged children

- At Stanwell Fields CofE we ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are specifically assessed and addressed.
- In considering provision for socially disadvantaged pupils we recognise that not all pupils eligible for FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals.
- Pupil Premium funding will be allocated based on a needs analysis, reflecting these considerations and which will identify priority classes, groups or individuals.

Number of pupils and pupil premium funding received	
Total number of pupils on role	423
Total number of pupils eligible for pupil premium funding	129
Amount of pupil premium funding received per pupil	1320
Total amount of pupil funding received	169,840

Objectives of spending pupil premium funding

- Aim for all KS1 children to reach age related expectation and close the attainment gap of eligible pupils and their peers
- Aim for all KS2 children to reach age related expectation and close the attainment gap of eligible pupils and their peers
- Aim to ensure floor standards at the end of KS2 are achieved

Record of pupil premium funding by initiative 2015-2016

Initiative	Cost	Details/Objectives
Home School Link Worker (HSLW)	£14,839	To work with parents to help them with any worries or concerns they may have about their children or home circumstances whilst their children are at this school; to improve communication between home and school; to address any barriers parents may have which ultimately may impact on their children's development and learning; to deliver the parenting puzzle programme.

Impact and Outcomes:

7 pupil premium parents attended the parenting puzzle programme and reported they felt better prepared to support children at home. 15 Pupil Premium families were supported to help the parents deal with any issues they were facing with their children whether it be at home or school, which included behaviour, attendance, completing benefit application forms, school admission forms and signposting to various support agencies including Early Help and CAHMS.

Initiative	Cost	Details/Objectives
ELSA plus resources	£11,937 Resources: £281.92	ELSA (Emotional Literacy Support Assistant) is used to support the emotional needs of the pupils from within the school. It recognises that children learn better and are happier in school if their emotional needs are addressed.

Impact and Outcomes:

ELSA Evaluation 2015- 2016

Closed Cases

- 31 children attended the Harbour between September 2015 and July 2016. 12 of these were Pupil Premium children.
- 25/31 children's cases have been closed.
- 9/12 Pupil Premium children's cases have been closed.
- 19/25 were closed as the children had made significant progress in their post assessment scores.
- 8/9 Pupil Premium children had made significant progress. Some as high as +110
- 3/25 and had made very limited progress and it was felt that they did not need the support that The Harbour could offer.
- 1/9 Pupil Premium children had made very limited progress and it was felt that this child did not need the support that The Harbour could offer.
- 17/25 of the children attending The Harbour achieved their personal targets.
- 8/12 Pupil Premium children attending The Harbour achieved their personal targets.

Initiative	Cost	Details/Objectives
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Happy To Be Me plus resources	£224.40 Resources: £245.97	For children to become more confident in school; increase happiness and self-esteem; develop friendships and social skills so children are ready to learn in class. 12 children attended. 5 were pupil premium.
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Impact and Outcomes:

Children's evaluations:

- 6/12 felt they had gained more confidence in school. 2/5 Pupil Premium children felt they had gained more confidence.
- 8/12 felt much happier in class than before. 4/5 Pupil Premium felt happier in class.
- 4/12 felt that they had made new friends as a result of attending Happy to be Me. 2/5 Pupil Premium felt they had made new friends as a result of attending Happy to be Me.

Teacher evaluations:

- Teachers felt that 6/12 children had improved in all objectives. Teachers felt that 3/5 Pupil Premium children had improved in all objectives.
- Teachers felt that 6/12 children had improved in most of the objectives. Teachers felt that 2/5 pupils had improved in most of the objectives.

Initiative	Cost	Details/Objectives
Pyramid Club	£277.95	For children to become more confident in school; increase happiness and self-esteem; develop friendships and social skills so children are ready to learn in class. 10 children attended. 6 were pupil premium.

Impact and Outcomes:

Children's Pre Questionnaire Responses

- Happy to come to school – 4/6 PP children, 6/10 overall
- Enjoy playtimes at school – 6/6 PP children 8/10 overall
- Play with friends – 4/6 PP children, 8/10 overall
- Confident answering questions in class – 1/6 PP children, 3/10 overall
- Share ideas within partner or group work – 2/6 PP children, 5/10 overall
- Confident to speak in front of others – 1/6 PP children, 4/10 overall
- Ask for help in class – 5/6 PP children, 7/10 overall
- Positive feelings about attending Pyramid Club 5/6 PP children, 8/10 overall

Children's Post Questionnaire responses:

- Happy to come to school – 6/6 PP children, 9/10 overall
- Enjoy playtimes at school – 6/6 PP children 10/10 overall
- Play with friends – 5/6 PP children, 9/10 overall
- Confident answering questions in class - 5/6 PP children, 9/10 overall
- Share ideas within partner or group work – 4/6 PP children, 8/10 overall
- Confident to speak in front of others – 2/6 PP children, 6/10 overall
- Ask for help in class – 5/6 PP children – 5/6 PP children, 9/10 overall
- Positive feelings about attending Pyramid Club - 5/6 PP children, 9/10 overall

Teacher evaluations:

- Teachers felt that 4/6 PP children had gained confidence in the classroom and 6/10 overall.
- Teachers felt that 2/6 PP children were better at sharing their ideas in the class, 5/10 overall.

- Teachers felt that 3/6 children interacted with other children more than before they attended Pyramid Club, 4/10 overall.

Initiative	Cost	Details/Objectives
Additional Teacher Year 5 Maths	£27,703	A group of 7 children working well below age related expectations received 4xweekly small group teaching (during the daily maths lesson) from an intervention teacher to enable them to access the curriculum with high levels of support. 7 children attended of which 4 were pupil premium.

Impact and Outcomes:

PP: 2/4 made expected progress. Teachers reported that all children were more confident in class and more able to work independently and tackle new learning.

Initiative	Cost	Details/Objectives
Read Write Inc. Fresh Start	See above	A group of 5 year 5 and 6 children working well below age related expectations attended the Read Write Inc. Fresh Start programme as their daily literacy lesson led by an intervention teacher. 5 children attended of which 4 were pupil premium.

Impact and Outcomes:

Pupil premium children attending
 Pupil 1 reading: Intervention progress test shows comprehension and retrieval of information have improved.
 Pupil 1 writing: Intervention and class teacher report improvement in handwriting and simple sentence construction.
 Pupil 2 reading: Intervention progress test shows continued difficulties with fluency but improvements in understanding and inference.
 Pupils 2 writing: Spelling and punctuation have improved. Pupil is still reluctant to write.
 Pupil 3 reading: Intervention progress test show improvement in reading.
 Pupil 3 writing: Spelling and punctuation have improved.
 Pupil 4 reading: Intervention progress test shows improvement.
 Pupil 4 writing: Punctuation and handwriting have improved.

Initiative	Cost	Details/Objectives
Small Group Intervention (maths)	See above	The interventions were planned based on individual and group needs with class teacher input and were delivered by an intervention teacher. Year 4: 3 x ½ hour sessions per week. 11 attended, 5 of which were pupil premium. Year 5: From June 2016 3 x ½ hour sessions per week. 5 pupil premium children attended.

Impact and Outcomes:

Year 4 group - PP: 3/5 made expected progress
 Year 5 group - PP: 3/5 made expected progress or above
 In both groups, pre teaching math lesson content enabled all children to feel more confident in maths lessons. Teachers reported children were more confident joining in the lesson and working independently.

Initiative	Cost	Details/Objectives
Booster Reading Intervention	£32,328	A trained intervention teacher worked with children across the school (Y2-6) with the aim of boosting reading ages by 6 months across the course of the programme (3x15 minute sessions for 10 weeks), develop independent reading and comprehension skills to enable children to access a wider range of reading material more confidently. During the 2015-2016 academic year 41 children attended the programme of which 11 children were pupil premium.

Impact and Outcomes:

The range of total reading age progress for PP children was between 5mths – 19mths and between 1 book band – 3 book bands progress.

Detailed data showing improvements in individual children's reading ages and book band levels can be found in school.

Initiative	Cost	Details/Objectives
Additional Support Year 3 Maths	£6,658	An HLTA trained in Numicon and First Class @ Number interventions worked daily in class with targeted children who ended KS1 on a 2C to ensure the development of good number sense and to enable them to make accelerated progress during year 3. Additional children were also supported to ensure expected progress was made. 15 children were supported, 7 of which were pupil premium.

Impact and Outcomes:

2 Pupil premium children made above expected progress.

4 Pupil premium made expected progress.

1 Pupil premium child made below expected progress.

Class teachers reported they felt well supported in class and that children benefitted greatly from the additional support given by the HLTA ensuring they were able to access the year 3 maths curriculum.

93% of this cohort reached an expected level with 78% reaching mastery of the year 3 maths curriculum.

Initiative	Cost	Details/Objectives
FFT Wave 3 and ELS	£848.12	Small groups of year 1 children worked with a trained LSA to improve reading and writing skills. FFT: 7 children attended, 2 of which were pupil premium ELS: 12 children attended, 3 of which were pupil premium

Impact and Outcomes:

FFT Pupil 1: Ended the year reaching mastery in writing with expected progress made and above mastery in reading with above expected progress made.

FFT pupil 2: Ended the year reaching mastery in reading with above expected progress made and an expected level in writing with above expected progress made.

ELS pupil 1: Ended the year reaching mastery in reading and writing with above expected progress made in both subjects.

ELS pupil 2: Ended the year reaching mastery in reading and writing with expected progress made in both subjects.

ELS pupil 3: Ended the year reaching mastery in reading and writing with expected progress made in both subjects.

Initiative	Cost	Details/Objectives
1:1 Reading Intervention	£4,755.19	Children reading below the year group expected book band level were identified and given regular reading support 1:1 by an LSA. The aim was to enable them to make quick progress so they were reading in line with age related expectations. 10 children attended, 4 of which were pupil premium

Impact and Outcomes:

3/4 children made expected progress

All children who attended made improvements in reading fluency.

Initiative	Cost	Details/Objectives
Project X Reading Intervention	£3,321.	Small groups of 4 children across Y2-6 worked with a trained LSA on the Project X reading intervention. The aim of the intervention is to develop phonics and comprehension skills. 4x weekly for 30 minutes 42 children attended of which 24 were pupil premium

Impact and Outcomes:

Detailed data showing improvements in children's reading ages and comprehension scores can be found in school.

9 pupil premium children made improvements in reading ages and comprehension but did not reach expected progress across the year in reading.

7 pupil premium children made improvements in reading ages and comprehension and reached expected progress across the year in reading.

4 pupil premium children made improvements in reading ages and comprehension and made above expected progress across the year in reading.

Initiative	Cost	Details/Objectives
Success@Arithmetic	£4,609.	Pairs of children in year 5 and 6 working just below age related expectations worked with a trained LSA twice a week for 45 minutes to enable them to catch up and calculate confidently in all four operations. Autumn term: 6 children attended, 4 of which were pupil premium Spring Term: 6 children attended, 5 of which were pupil premium

Impact and Outcomes:

Autumn Term Pupil Premium Children outcomes

	Entry Raw score	Exit Raw Score
Pupil 1	22	22
Pupil 2	19	31
Pupil 3	19	32
Pupil 4	20	30

Spring Term Pupil Premium Children Outcomes

Name	Raw Score Entry	Raw Score Exit	Standardised Score Entry	Standardised Score Exit	difference raw score	Difference Standardised Score
Pupil 1	26	44	88	131	18	43
Pupil 2	14	24	76	88	10	12
Pupil 3	15	32	78	99	17	21
Pupil 4	25	30	88	94	5	6
Pupil 5	21	28	91	97	7	6

Initiative	Cost	Details/Objectives
Numicon resources and staff training led by maths consultant	£8153.83	To increase engagement and development of mathematical models and images through use of math manipulatives. To increase teacher understanding and confidence in the use of numicon in the classroom.

Impact and Outcomes:

Teachers reported children enjoyed the use of numicon in the classroom and that they felt the resources and training provided supported them in understanding what mastery in maths looked like and that children were able to demonstrate this through the use of manipulatives. As this was only introduced during the Spring term, further analysis of the impact will need to take place spring the 2016-2017 academic year.

Initiative	Cost	Details/Objectives
Wordshark	£544.	To improve children word reading and spelling skills. A number of children accessed this resource as needed, some

of which were pupil premium.

Impact and Outcomes:
Children reported they enjoyed the games and tasks provided by the Wordshark resource, that they felt more confident in class and their learning was improving. This resource was only introduced part way through the school year and was not used as a formal intervention. Further analysis of the impact will need to take place spring the 2016-2017 academic year.

Initiative	Cost	Details/Objectives
Breakfast Club	£252.	To support the families in getting their children into school on time.
Safe club	£384.	
Rock steady	£80.	To provide a new experience / opportunities

Impact and Outcomes:
The children's punctuality has improved over time. The child attending Rock Steady gained in confidence and self-esteem.

Performance of pupils eligible for pupil premium funding

End of KS2
Reading 25%, Writing 26%, Maths 55%

End of KS1
Reading 63%, Writing 48%, Maths 59%