

Pupil Premium Funding 2014/15 - What Is It?

The Pupil Premium was introduced in April 2011. It is allocated to schools and academies to support pupils who:

- have been registered for free school meals at any point in the last six years since summer 2008 (known as 'Ever 6 FSM');
- are, or have been, Looked after by the Local Authority for at least 6 months;
- are, or have been, adopted from care under the Adoption and Children Act 2002;
- have left care under a Special Guardianship or Residence Order (known as post-LAC); or,
- have parents in the armed forces.

Nationally, statistics show that children in receipt of FSM do less well than their peers in tests and exams. The aim of this money is to try to close that attainment gap by allowing the school to direct additional resources towards individual learning needs.

We are required by OFSTED to publish how much Pupil Premium money we receive and how we have chosen to spend that money and the impact it has had.

Our tracking system allows us to monitor the children's progress. From 2014, we now look closely at the attainment and achievement of all pupils and in particular those children in more vulnerable groups such as free school meals and Looked After Children to ensure that they are making the expected progress, in line with their peers and with children in other schools nationally.

The funding per child for 2014.15 is as follows:-

- Free School Meals (FSM) - currently funded at £1300 per pupil
- Looked After Children (LAC) - currently funded at £1900 per pupil
- Armed Forces Children (AFC) - currently funded at £300 per pupil

Our Pupil Premium Allocations for 2014.15

We received £427,765 for 2014.15 with approximately 75% of all children from Reception to Year 6 qualifying for pupil premium monies. We used our Pupil Premium money to fund various initiatives, including employing additional staff, to support interventions for identified, underperforming disadvantaged pupils.

By the end of 2014.15, because of the targeting of our total budget, including pupil premium monies, the progress of our Year 6 disadvantaged children performed close to our Y6 non-disadvantaged children achieving 99.4 compared to 99.9 value added score, with 100 being average. This compares favourably with the national statistic of 99.8 for disadvantaged pupils.

When this plan was devised, the planned interventions were as follows:

	Intervention	Expenditure
1a.	Speech and Language commissioned service at RLA through Speech Bubble provider	£33,000
1b.	Employ internal Speech and Language 'champion'	£15,000
1c.	Occupational Therapy commissioned service at RLA through Shine	£4,000
2	Literacy Lexia (reading) project, staff and software	£15,000
3	Literacy and Numeracy Level 2a to 4b Y6 project - 0.6 Dep Head salary	£30,000
4	Numeracy Level 6 Y6 project; maths capacity resource - supply maths specialist	£20,000
5	Numicon training and resourcing	£5,000
6	EYFS target boosting - additional TA	£13,000
7	Y2 and Y3 targeted catch up progress project - Phase Leader salary	£40,000
8	4 Day contact teaching week to facilitate pupil conferencing etc	£80,000
10	Summer School 2014	£4,000
11	Counselling commissioned service (1:1 and group therapies) - Trinity Hospice	£8,000
12	EEF Learner Response System Technology Research Programme - Interactive assessment for learning project (Y5 and Y6) through Edge Hill University	£5,000
13	Engagement Strategy supporting attendance, punctuality concerns and learning barriers	£80,000
14	Access to Performing Arts projects	£5,000
15	Access to Sport projects	£4,000
16	Talk Boost and Wellcom communication strategy	£4,000
17	Learning Support Unit resourcing	£43,000
	Total Pupil Premium accounted for	£408,000 initial allocation for 2014.15
	Total Pupil Premium Income available	Additional Allocation (July 2015) £22,289 including LAC income (£1666)
	New recruitment induction	40 days at £160 per day £6,400
	Fresh Start training resourcing	£3000
	Mini Bus supporting Attendance and Punctuality	£5500
	TA additional hours to promote extra-curricular engagement experiences	£7000
	LAC: educational and ICT resources	£615
	LAC: attendance at extra curricular / engagement / experiences as per plan	£300

Record of Pupil Premium Headline Expenditure and Impact on Outcomes 2014.15

Project	Outcome Evaluation
Speech and Language	28/42 target children achieved at least good progress against their targets; our high demand resulted in RLA training a member of staff to be responsible for speech and language; monitoring in Term 3 resulted in change of provider to Shine for 2015.16
Occupational Therapy	5 children identified. All have made expected progress against their targets.
Literacy Lexia (reading) project	Impact in Term 2 was unclear due to 100 children being selected, which was unmanageable. Term 3 was used to reorganise Lexia for Year 2 and 3 children only, 3 times a week. Our approach to Lexia has now been agreed from September 2015 launch.
Literacy and Numeracy Y6 project	13 out of 14 target children achieved Level 4 in writing; 1 out of 14 achieved Level 5. 3 out of 14 achieved better than expected progress compared to the average. 11 out of 13 target children achieved Level 4 in maths; 3 out of 13 achieved better than expected progress compared to the average. The difference in maths between disadvantaged compared to non-disadvantaged closed to 3%.
Numeracy Level 6 Y6 project	We employed a maths specialist teacher to work with identified high performing pupils when they were in Key Stage 1. 6 out of 8 target children achieved Level 5 (minimum expected); 2 out 8 achieved better than expected progress compared to the average.
Reception Standards project	We employed an additional specialist teaching assistant in Reception to target children unlikely to achieve national expectation (Good Level of Development). Prediction of 33% from baseline rose to 47% actual at the end of Reception.
Y2 and Y3 Catch Up project	Staff absence meant that this project was delayed in starting. 5 out of the identified 8 target children achieved expected progress or better in at least one of the core areas (Reading, Writing, Maths) from their very low starting point.
4 Day contact teaching week to facilitate pupil conferencing	Staff absence and Year 6 standards priority impacted on this project being shortened. Teachers understanding of data increased which meant we focused more on children requiring additional support. The staff training moved to meeting cycle in Terms 2 and 3. Monitoring of feedback has confirmed improved marking in quality and consistency. Phase Leaders returned to class teacher roles. Quality of teaching showed a small improvement by the end of the project.
Counselling Service - Trinity Hospice	Target caseload of 12 children in urgent need and 32 children with emotional needs were supported by our expert counsellor who worked 2 days per week.
Engagement Strategy supporting attendance, punctuality concerns and learning barriers	Attendance improved significantly as a result of the following initiatives: 21 families were supported by the mini bus and 16 families were supported by walking buses; Fast Track attendance programme in liaison with the Pupil Welfare Officer (12 children were placed on fast track support and monitoring, of which 11 out of the 12 improved to 90% or more); 40 day attendance competitions. Overall attendance for the year was 95.12%, a sustained improvement from 93.43% in 2013. The number of persistently absent children was reduced to a total of 6 (1.29%) children whose attendance was less than 85% (a sustained reduction from 5.91% in 2013). Three families were issued with penalty notices for taking unauthorised holidays during term time. Our Engagement Team supported 114 caseload families with financial, social, emotional needs.
Access to Performing Arts projects	20 boy street dancers reached NW performance - all were highly motivated and attended regularly. 48 children attended young voices with very positive feedback. 60 Year 3 children accessed Ballet Primary Steps programme with 6 children being accepted for advanced classes. We had a significant increase in Children's University graduates from 18 to 56.
Reception and Year 1Talk Boost and Wellcom projects	Staff were trained in Wellcom and Talk Boost which will help improve the children's communication skills. Of the 11 children, 10 children made at least typical progress and 1 child was successfully referred to specialist Speech and Language therapy.