

Pupil Premium 2014/15

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The 'Pupil Premium' is allocated to children who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. (LAC)

From April 2012, the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. (FSM 6)

A premium is also allocated to children whose parents are currently serving in the Armed Forces (SC).

The level of Pupil Premium set for 2014/15 is £1300 per pupil for pupils eligible for free school meals, £1900 for pupils in care who had been continuously looked after for six months and £300 for service children.

In 2014/15 our allocation was £27 300 for FSM 6 children, £3 900 for Service children and £1900 for LAC.

This Pupil premium was mainly spent on staffing to support:

- Phonics Catch up Groups and small group support for fine motor skills, High Frequency Words and basic number
- Additional girl's numeracy groups
- Fisher Family Trust Intervention
- B.A.S.E
- Resources to support learning
- Self Esteem Groups
- Additional reading resources
- Additional daily 1-1 reading
- Weekly edits
- Staff training for Catch-up literacy and Numeracy
- Implementation of Catch-up Intervention in Literacy and Numeracy across the school

The attached table shows the outcome of Pupil Premium in 2014/15

Funding Accessed

Ever 6 FSM is £27 300

Service Children is £3900

Looked After Children £1900

Allocation of Resources	Actions	Responsibility	Monitoring	Impact Measured
Teaching Assistant Support for Intervention per Week				
2.5 hours per week	Phonics Catch up groups	EH to co-ordinate	Phonics Trackers EH report to SMT	<ul style="list-style-type: none"> 100% of PP pupils reached ARE in Phonics after intervention
2.5 hours per week	Spelling Support Groups	EH to co-ordinate	SWST	<ul style="list-style-type: none"> 68% of PP pupils reached ARE or above after intervention 56% of PP pupils exceeded ARE after intervention 32% of PP pupils continued to score below that expected for their age after intervention but all showed progress. 43% of these pupils were on the SEN register

5 hours per week	Individual Reads	CJ	Reading Records	<ul style="list-style-type: none"> • 84% of PP pupils reached ARE or above after support • 32% of PP pupils were reading at a level above that expected for their age after support • 16% of PP pupils did not reach ARE despite support but made small step progress. 75% of these pupils were on the SEN register.
17.5 hours per week	KS1 FFT Intervention	CB AP	FFT Trackers	<p>All PP Pupils receiving FFT support show progress.</p> <ul style="list-style-type: none"> • 66% of PP pupils receiving FFT achieved outstanding progress (APS scores) • 33% of PP pupils made slower than expected progress in terms of APS. 100% of these pupils are on the SEN register
1.5 hours per week	5 Minute Box Intervention for Numeracy	CB TG APC CJ LW	Individual Trackers	<p>All PP pupils receiving 5 minute box intervention show progress</p> <ul style="list-style-type: none"> • 66% of PP pupils receiving FFT achieved outstanding progress (APS scores) • 33% of PP pupils made slower than expected progress in terms of APS. 66% of these pupils are on the SEN register
1.5 hours per week	5 Minute Box intervention for Literacy	CB TG APC CJ LW	Individual Trackers	<p>All PP pupils receiving 5 minute box intervention show progress</p> <ul style="list-style-type: none"> • 71% of PP pupils made good or better progress in reading (APS scores) • 57% of PP pupils made outstanding progress in reading (APS scores)

				<ul style="list-style-type: none"> • 28% of PP pupils did not make expected reading progress in terms of APS scores. 100% of these pupils were on the SEN register • 86% of PP children made good or better progress in writing after intervention (APS scores) • 57% made outstanding progress in writing after intervention (APS scores) • 14% made small step progress. 100% of pupils not making expected progress were on the SEN register.
2 hours per week	Y2 Maths Intervention groups	APC/EH	O Track	100% of PP pupils receiving Y2 Maths intervention made outstanding progress. (APS scores)
2 hours per week	Y5 Girls Maths Intervention Groups	APC/LB	O track	All PP girls made progress in Maths as evidenced in books and pupil interviews <ul style="list-style-type: none"> • 87.5% of girls met or exceeded their targets. • 12.5% of girls were just below their target (1APS)
2 hours per week	Y6 Girls Intervention Groups	GG/SB	ARE+ by end of year for target pupils	<ul style="list-style-type: none"> • 100% of PP girls attained ARE in Maths • 66% of PP girls made good or better progress and met or exceeded targets set in maths • 33% made slightly less than expected progress from KS1 (1 APS) and just missed their target. Their progress was clearly evident in books and their confidence in Maths.
2 hours per week	KS2 Book Club	AK	Book Bands	<ul style="list-style-type: none"> • 73% of PP pupils attending book club made good or better progress in reading (APS)

				<ul style="list-style-type: none"> 36% PP pupils attending book club made outstanding progress in reading (APS) 27% of pupils did not make expected progress in terms of APS 																		
1 hour per week	KS2 Book Club	CB	Book Bands	See above																		
1 hour per week	Weekly Edit	APC	Marking and assessment	<ul style="list-style-type: none"> Evidence in books shows excellent progress as a result of weekly edit interventions 																		
30 minutes per week	Speaking and Listening Intervention & Support	KC/Class teacher	Teacher feedback	<p>This intervention secured the following for the PP pupil involved</p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>ARE</th> <th>APS</th> <th>ARE</th> <th>APS</th> <th>ARE</th> <th>APS</th> </tr> </thead> <tbody> <tr> <td>Exceeded</td> <td>On Track</td> <td>Exceeded</td> <td>Exceeded</td> <td>Exceeded</td> <td>On Track</td> </tr> </tbody> </table>	Reading		Writing		Maths		ARE	APS	ARE	APS	ARE	APS	Exceeded	On Track	Exceeded	Exceeded	Exceeded	On Track
Reading		Writing		Maths																		
ARE	APS	ARE	APS	ARE	APS																	
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1 hour per week	Higher Level guided reading Sessions in Y6	SB	O track	68% level 5+ 4% level 6																		
2.5 hours per week	Sentence Construction Groups	APC/AP	ARCT assessment	<p>All PP pupils can evidence good or better progress in books</p> <ul style="list-style-type: none"> 90% of PP pupils made good or better progress in writing (APS scores) 80% of PP pupils made outstanding progress (APS scores) 10% of PP pupils made less than expected progress (-2APS) in writing. 100% of these pupils were on SN register. 																		

1.5 hours per week	Calculations and X-Tables Groups	CB/APC/AP	X Table Trackers	
6 hours per week	Catch up Literacy	CB/APC/AP	O Track / ASFL	<p>All PP pupils made small step progress as evidenced in their Catch up records.</p> <ul style="list-style-type: none"> • 70% of PP pupils receiving Catch Up made good or better progress in reading (APS scores) • 50% of PP pupils receiving Catch Up made outstanding progress (APS scores) • 20% of PP pupils receiving Catch Up did not make expected progress in terms of APS scores. 66% of these pupils were on the SEN register.
6 hours per week	Catch up Numeracy	CB/APC/AP	O Track / ASFL	<p>All PP pupils made small step progress as evidenced in their Catch up records.</p> <ul style="list-style-type: none"> • 69% of PP pupils receiving Catch Up made good or better progress in maths (APS scores) • 46% of PP pupils receiving Catch Up made outstanding progress (APS scores) • 30% of PP pupils receiving Catch Up did not make expected progress in terms of APS scores. 50% of these pupils were on the SEN register.

5 hours per week	BASE	APC/LW/CJ	Referral Notes	This intervention secured the following for the PP pupils involved <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>ARE</th> <th>APS</th> <th>ARE</th> <th>APS</th> <th>ARE</th> <th>APS</th> </tr> </thead> <tbody> <tr> <td>Exceeded</td> <td>On Track</td> <td>Exceeded</td> <td>Exceeded</td> <td>Exceeded</td> <td>On Track</td> </tr> <tr> <td>Not met</td> <td>Exceeded</td> <td>Not met</td> <td>Exceeded</td> <td>Not met</td> <td>Exceeded</td> </tr> <tr> <td>Met</td> <td>Exceeded</td> <td>Not met</td> <td>Exceeded</td> <td>Met</td> <td>Exceeded</td> </tr> <tr> <td>Met</td> <td>Exceeded</td> <td>Met</td> <td>Exceeded</td> <td>Met</td> <td>Exceeded</td> </tr> <tr> <td>Exceeded</td> <td>Exceeded</td> <td>Exceeded</td> <td>Exceeded</td> <td>Exceeded</td> <td>Exceeded</td> </tr> </tbody> </table>	Reading		Writing		Maths		ARE	APS	ARE	APS	ARE	APS	Exceeded	On Track	Exceeded	Exceeded	Exceeded	On Track	Not met	Exceeded	Not met	Exceeded	Not met	Exceeded	Met	Exceeded	Not met	Exceeded	Met	Exceeded	Met	Exceeded	Met	Exceeded	Met	Exceeded	Exceeded	Exceeded	Exceeded	Exceeded	Exceeded	Exceeded
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15 minutes per week	Self Esteem Group KS1	APC	Feedback to SMT Issues resolved	Pupil Interviews showed 100% positive feedback.																																										
30 minutes per week	Self Esteem Groups KS2	APC	Feedback to SMT Issues resolved	Pupil Interviews showed 100% positive feedback.																																										
1 hour per week	Handwriting Group	TG/CB	Handwriting Books	QA evidenced use of cursive HW to support development of sentence level work for PP pupils involved																																										
Staff Training																																														
£1050	Catch Up training	APC/CB/AP	Training Complete	Intervention programme implemented - Met																																										
£800	HLTA Training	TG	Training Complete	Higher Level support for early intervention (4+) - Met																																										
£350	Dyslexia Support Training	KN	Training complete for any new staff with dyslexic PP pupils	Dyslexia support strategies in place in class - Met																																										

Resources				
£2000	5 Minute Box x 7	HC	Box trackers	Target pupils reach ARE in Key Literacy and Numeracy skills (See above)
IT Support for Learning				
	Jungle Memory Subscriptions	KC		Purchased
	Intervention Station	CH/HC		Carry over to 2015/16