

## Pupil Premium and the Impact of Pupil Premium 2014

### Background

The pupil premium was introduced in April 2011. It is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils. Schools were allocated a total of £1.25 billion in the financial year 2012–13, increasing to £2.5 billion in 2014–15. In the financial year 2013–14, schools received £953 for each eligible primary-aged pupil and £900 for each eligible secondary-aged pupil. In the financial year 2014-15, schools received £1,300 for each eligible primary-aged pupil and £935 for each eligible secondary-aged pupil.

Current numbers (09-01-15)

Year Group	Number of students	Number of students eligible for Pupil Premium
Year 5	88	24
Year 6	90	32
Year 7	82	31
Year 8	91	31
<b>TOTAL</b>	<b>351</b>	<b>120</b>

### Profile of Pupil Premium students

The profile of our Pupil Premium students covers the whole spectrum of students with a slight tendency towards the less able. The Pupil Premium cohort includes able students and SEND students and, generally, pupils perform in line with the whole cohort. Targeted use of Pupil Premium funding benefits all students and specific interventions are in place for the most challenged and needy.

### Principles re: allocation of Pupil Premium funding

1. We carefully ring-fence the funding at the beginning of the academic year and identify a range of projects and initiatives to specifically benefit the pupil premium students. Many of our initiatives also benefit the wider school population.
2. We never confuse eligibility for the pupil premium with low ability, and we focus on supporting all of our disadvantaged pupils to achieve the highest levels. Where disadvantaged pupils are achieving in line with and above expectations, we ensure that all of their other personal needs are met and explore opportunities to enrich their learning experience.
3. We thoroughly and regularly analyse which pupils are underachieving, particularly in English and Mathematics, and why.
4. We draw upon evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement.
5. We carefully match teachers to intervention groups to ensure that teachers have the correct skills to support pupils in improving in mathematics and English. We re-deploy support teachers who have a good track record in raising attainment in those subjects.
6. We regularly check achievement data to see whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked.

7. The Assistant Headteachers, the Headteacher and the Intervention Support Assistants have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
8. We also ensure that class and subject teachers know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.
9. The projects we have set up are to tackle a range of issues, e.g. achievement, attendance (inc. provision for transport to and from school), behaviour, factors outside school, parental support and engagement, well-being (including provision for uniform, equipment and accessing extra curricular activities), effective teaching and learning, literacy support, further enrichment.'

### **Impact of Pupil Premium Funding 2014**

The achievement of the majority of those students for whom the pupil premium provides support is in line with other pupils in the academy. Case studies show that some pupil premium students, who arrived in Year 5 with average attainment, have made outstanding progress.

#### Impact measures – Pupil Premium

- High level of attainment – very few pupils failed to get their L4 in English and Maths
  - 3 students out of the 31 Pupil Premium students did not attain Level 4 in Writing
  - 1 student out of the 31 Pupil Premium students did not attain Level 4 in Reading
  - 7 students out of the 31 Pupil Premium students did not attain Level 4 in GPS
  - 7 students out of the 31 Pupil Premium students did not attain Level 4 in Maths
- The gap between 'All students' and 'Pupil Premium students' has closed significantly in Reading (as has the gap between 'All students' and 'Disadvantaged students').
- In terms of attendance and behaviour, the intervention work provided by the Family Support Worker was significant. The number of referrals for behaviour decreased and students identified for support had good levels of attendance.
- No Permanent exclusions
- High levels of attendance
- High take-up at extra-curricular clubs
- High take-up on School visits and trips
- High participation rate in school sport

#### Areas for development

- To eradicate the gaps between 'All Pupils' and 'Pupil Premium' students
  - In particular, to address and close the gap in Maths between 'All Pupils' and 'Pupil Premium' students.

**Record of PPG spending by item/project 2013/14**

Item/project	Cost £	Objective	Outcome	Impact
PARENT SUPPORT	3945	<p>To reduce the need for behaviour and attendance interventions.</p> <p>To employ a part-time Family Support Workers to build on and further develop current parental engagement to support students in their learning – particularly with vulnerable students and hard-to-reach parents.</p>	<p>Decrease in number of students excluded.</p> <p>Improved student attendance.</p> <p>Students ‘on track’ and in line to meet targets.</p> <p>Improved parental involvement.</p>	<p>All outcomes achieved.</p> <p>Students accessing the Family Support Worker service made good progress.</p>
HARDSHIP PAYMENTS	1176	<p>To enable financially-challenged/deprived students to participate in the full range of school activities (inc. providing uniform/equipment for students in need)</p>	<p>All students fully equipped for lessons</p> <p>All students take part in extra-curricular activities</p>	<p>All outcomes achieved.</p> <p>An additional impact of this was the positive support from parents across the curriculum and the goodwill and positivity displayed by the students.</p>
HOMEWORK CLUBS	3335	<p>To employ teaching assistants to support vulnerable/at risk students with homework at lunchtime, before and after school</p>	<p>Students ‘on track’ and in line to meet targets.</p> <p>Students confident in their skills and homework completed.</p>	<p>All outcomes achieved.</p> <p>This has proved to be an invaluable source of support and nurture – especially for vulnerable students. It sustained them in school and helped secure good outcomes.</p>
SUCCESS-MAKER	600	<p>To support EAL students and students with low levels of literacy and numeracy to attain fluent</p>	<p>Students ‘on track’ and in line to meet targets.</p>	<p>Relatively low-cost intervention which has provided additional,</p>

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		levels of English and basic numeracy skills	Improved reading/numeracy scores from baseline starting point	individualised support and practice for EAL students.
RAINBOW GROUP	632	To employ and train Teaching Assistants to run 'Rainbows programme' (a programme to support vulnerable students touched by emotional suffering caused by a death, divorce, deployment of a family member, incarceration of a loved one, or any of a multitude of significant event traumas including natural or man-made disasters. To develop students' resilience and ability to 'bounce back' without help.	Students who are confident, secure and resilient.  Improved student attendance.  Students 'on track' and in line to meet targets.	This has sustained a number of our vulnerable students and enabled them to achieve good outcomes both in terms of academic outcomes and attendance.
SATs BOOSTER SESSIONS	200	To resource 'Super Learning Booster Days' for all Year 6 students to ensure they achieve their target levels.	Students 'on track' and in line to meet targets.  Students confident in their basic skills	Motivational days and anecdotal feedback from students and parents as to how this helped them with their SATs.
ASST HEADTEACHER'S / HEADTEACHERS' INTERVENTION	1800 1000	To cover staffing costs to enable high-level, high-quality Wave 2 support (small group) and Wave 3 support (vulnerable individuals) both in terms of academic and emotional/social development.	Students 'on track' and in line to meet targets.  Students confident in their basic skills.	These intervention sessions highlighted areas of Wave 1 teaching which needed to be addressed and which have led to changes in curriculum planning and delivery.

**Record of PPG spending by item/project 2013/14**

Item/project	Cost £	Objective	Outcome	Impact
		To develop schemes of work for English to ensure good or outstanding quality first teaching and to ensure all students make good progress. To coach teachers to plan for, deliver support and track vulnerable, 'at risk' and underperforming students (inc. very able and, where applicable, Children who are Looked After).	Teaching is graded Good or Outstanding in formal lesson observations.	The quality of teaching has continued to improve and staff are now sharing good practice.
KS2 TEACHING OBSERVATION	1600	To ensure quality first teaching is consistently good and outstanding and ensures that all students make good progress. To coach staff in developing differentiated approaches to teaching and learning which result in students making good progress.	Students 'on track' and in line to meet targets.  Students confident in their skills.  Teaching is graded Good or Outstanding in formal lesson observations.	The quality of teaching has continued to improve with the majority of teaching now being 'good' and 'outstanding'. Staff are now sharing good practice.
INTERVENTION SESSIONS (HLTA'S + KS2 Maths Specialists)	7500 1800 1200	Individual student booster sessions led by HLTA and Head of Maths and Upper Schools Maths lead  To employ High Level Teaching Assistant to run individual/small-group intervention programmes for students identified as underachieving and/or 'at risk' of not attaining national standards or in danger of not making 2 levels of progress in KS2.	Students 'on track' and in line to meet targets.  Students confident in their basic skills	The outcomes of these interventions have been good, but varied. They have led to a review of the process and the introduction of new tracking documents and more explicit links with parents.

**Record of PPG spending by item/project 2013/14**

Item/project	Cost £	Objective	Outcome	Impact
		To cover staffing costs to enable high-level, high-quality Wave 2 support (small group) and Wave 3 support (vulnerable individuals) in terms of Maths teaching.		
INTERVENTION SESSIONS – KS3	5058	To employ High Level Teaching Assistant to run individual/small-group intervention programmes for students identified as underachieving and/or 'at risk' of not attaining national standards or in danger of not making 2 levels of progress in both KS3.		The outcomes of these interventions have been good, but varied. They have led to a review of the process and the introduction of new tracking documents and more explicit links with parents.