

PUPIL PREMIUM GRANT

Report for the Academic Year 2012 – 2013

The aim of Pupil Premium money is to:

- Enable pupils from disadvantaged backgrounds to access quality education
- Narrow the attainment gap between the highest and lowest achieving pupils

Pupil Premium money is allocated to improve pupil attainment and to help overcome any barriers to learning. Nationally, the statistics show pupils who are in receipt of FSM do less well than their peers. The aim of this money is to try to close the attainment gap.

In making provision for socially disadvantaged children, Calow Primary recognises that not all children who receive FSM will be socially disadvantaged. We also recognise not all children who are socially disadvantaged are registered or qualify for FSM.

For the financial year 2012 – 2013 Calow Primary was allocated £18,600

Number of pupils on roll	215
Pupils eligible	23
Amount per pupil	£808.69
Total amount of Pupil Premium money received	£17,050

Rationale

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the new reports for parents that schools now have to publish online

Summary of expenditure to date:

- Additional Teaching Assistant time of 7 hours a week to support FSM pupils in Year Four at a cost of £3,518.97
- Additional Teaching Assistant time of 2 hours a week to support FSM pupils in Year Two at a cost of £1017.90
- Additional Teaching Assistant time of two hours a week to support FSM pupils in Reception class at a cost of £269.06
- Additional Mid-day Supervisor time of five hours a week at a cost of £1,501.50
- Bokwa programme of one hour a week to facilitate release time for two teachers to work with targeted pupils at a cost of £1,575
- Release time for Teacher with responsibility for Inclusion to monitor pupils' progress at a cost of £703.98
- Subsidy of educational visit to the National Space Centre to enhance Science learning at a cost of £362.06
- Poetry Workshop 'Rural Routes' for targeted pupils at a cost of £250
- Purchase of additional resources to support learning at a total cost of £2,251.86

Impact of initiatives to date:

- **Additional Teaching Assistant time of 7 hours a week to support FSM pupils in Year Four:**

All FSM children are currently working either in line or above National expectations in Literacy, Numeracy and Science. All groups have made progress across other Curriculum subjects with the higher ability making particularly good progress.

- **Additional Teaching Assistant time of 2 hours a week to support FSM pupils in Year Two**
- Two teaching assistants work with the two FSM pupils. Both pupils, when taking into consideration their starting points have made good progress, particularly in Reading and Maths.
- **Additional Teaching Assistant time of two hours a week to support FSM pupils in Reception class at a cost of £269.06**

This was initiated in Spring Term Two. Designated Teaching Assistant time has been to work on a one to one basis with FSM pupils focusing on phonics and applying that knowledge to writing. The

improvements have been evidenced in three of the FSM children moving 'up' a group in the phonics lessons.

- **Additional Mid-day Supervisor time of five hours a week at a cost of £1,501.50**

Additional Mid-day Supervisor time has had a positive impact on improving social skills. The number of incidents of negative behaviour in the Key Stage One playground has reduced. There has been specific support for children having school meals including encouragement of appropriate use of cutlery and social etiquette.

- **Bokwa programme of one hour a week to facilitate release time for two teachers to work with targeted pupils**

Support for three FSM pupils in year 4 (higher attaining) has been given during the allotted time. The impact has been that the children are now secure level 4 in Numeracy and low level 4 in Literacy.

Two pupils in Year 6 have continued to receive regular sessions for Literacy and Numeracy. One child has improved by 3 sublevels in reading, 4 sublevels in writing and 1 sublevel in Mathematics since the beginning to the year.

- **Subsidy of educational visit to the National Space Centre to enhance Science learning:**

All Key Stage 2 classes reported that they had enjoyed their visit to the Centre, finding the experience fun, educational and exciting. Pupils were able to relate a variety of information that they had learned from the exhibits. Children confirmed they had gathered a lot of information through the show and the hands-on exhibits. Children spoke positively about the Centre and were able to share a number of facts they had retained. Staff confirm that the visit had impacted positively pupils' understanding of Space.

- **Purchase of additional resources to support learning at a total cost of £2,251.86**

Support for learning has been identified primarily in Literacy for FSM pupils. Resources have been purchased to narrow the attainment gap in areas. Lexia has been used as a phonics intervention programme for children in Key Stage 2. It has had a positive impact in relation to motivation and reading confidence for the children who have followed the intervention.

Phonics Play has been used to supplement the Floppy's Phonics scheme in Foundation Stage and Key Stage One and as an intervention for children who require phonics input in Key Stage 2. The resource has contributed to improved progress in phonics in Key Stage One.

Project X and Code X resources have been used to support guided reading groups for a range of abilities in Years 2, 3 and 4. The resources have supported teachers and teaching assistants in delivering effective guided reading sessions that are closely matched to the needs of reading abilities. This has led to good progress being made in reading attainment for children targeted through the resources, as well as having a motivational impact.

A range of grammar, punctuation and spelling resources have been purchased for Key Stage Two. These have supported staff in delivering grammar, punctuation and spelling sessions. However,

assessment information shows that these are still areas that require further development in raising standards of writing.

- **Breakfast Club led by Premier Sport for FSM pupils in Years Two, Three and Four. Six sessions were provided from week commencing 15th April at a cost of £210.**

The breakfast club was made available to all FSM children in classes three and four. Twelve children attended the club. The children who attended the club enjoyed keeping fit, playing hockey matches, 'playing different games that helped hand-eye coordination' and felt special that they had been chosen to take part in the club.

- **Purchase of ten I-pads at a cost of approximately £3,500.**

Ten I-pads have been purchased and used during the Summer Terms. They have been well received across all age ranges in all subject areas with children motivated and enthusiastic to use them. The impact includes; a boost in self-esteem (demonstrated through pupil self-evaluations); and increased confidence in using technology.

For further information on any of the above please speak with Mr. Thacker.