

## **PUPIL PREMIUM GRANT**

Report for the Academic Year 2013 – 2014

### **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.

### **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 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 two hours a week to support FSM pupils in Year Six
- Additional Teaching Assistant time of 10 hours a week to support FSM pupils in Year Five
- Additional Teaching Assistant time of six hours a week to support FSM pupils in Year One
- Release time for Teacher with responsibility for Inclusion to monitor pupils' progress
- Additional Mid-day Supervisor time of five hours a week
- Additional Teacher time of two hours a week in Key Stage One
- Tuition with a teacher for identified pupils
- Tuition with a teacher for one identified LAC pupil

- Behaviour Support Service
- Lexia resources at a cost of £2000 and Oxford Owl Reading resources for parents at a cost of £1900

#### **Impact of initiatives to date:**

- **Additional Teaching Assistant time of two hours a week to support FSM pupils in Year Six**

Pupils are working above age related expectations in Reading and Mathematics according to Teacher Assessment. In Writing pupils have exceeded the targets set (FFT targets). Support has been provided to bridge the attainment gap with writing and some accelerated progress has been made between Autumn and Spring Terms.

The targeted interventions have been focused on Spelling, punctuation and grammar delivered by the Teaching Assistant. The impact of this work on attainment is good and is evidenced by the teacher through regular assessment including a spelling log.

- **Additional Teaching Assistant time of 10 hours a week to support FSM pupils in Year Five**

Pupils are all working in line with age related expectations or above in Reading, Writing and Mathematics. In reading all pupils are working above age related expectations. In Writing two pupils are working at age related expectations and five pupils working above age related expectations. This is the same for Mathematics. All pupils are in line to meet their end of Key Stage 2 targets.

The pupils have worked in ability groups and have had targeted interventions.

- **Additional Teaching Assistant time of six hours a week to support FSM pupils in Year One**

One FSM pupil has worked on activities to develop phonic skills, sentence construction and spellings. The pupil has worked with two Teaching Assistants. A positive relationship was built with the Teaching Assistants and pupil confidence increased. Subsequently phonic recall and recognition of CVC words has improved.

- **Release time for Teacher with responsibility for Inclusion to monitor pupils' progress**

The Teacher with Responsibility for Inclusion has monitored pupil's progress over year in a number of ways. The itrack online system has been utilised as a basis to create a tracking grid to monitor progress against targets and age related expectations. Professional dialogue has taken place periodically with class teachers and the teacher delivering small group and one to one tuition to plan interventions to ensure they are focused and opportunities for children to revisit and apply skills learned. Pupils have been observed in lessons, interviewed to discuss targets and discuss how they are supported in their learning.

- **Additional Mid-day Supervisor time of five hours a week**

Additional Mid- day supervisor time has had a positive impact on improving social skills. There has been support for pupil having school meals including encouraging the correct use of cutlery and social etiquette. In the playground there has been support with facilitating play activities including skipping.

## **Additional Teacher time of two hours a week in Key Stage One**

The Class One and Class Two teachers have worked for an hour a week with their FSM pupils.

The Class One teacher has worked with four pupils in particular. Work has targeted on Reading including phonemic awareness, simple comprehension and sight word recognition.

Pupils in Class Two have worked in a small group with the teacher to boost reading skills. This has improved sight knowledge and word attack as well as phonic skills in sounding out and blending to read words. Comprehension skills have been focused upon so children can discuss texts and extract key information.

- **Tuition with a teacher for identified pupils**

Eleven pupils have been identified for small group or one to one tuition with a teacher this year. Three pupils were identified from Key Stage One. Eight pupils were identified from Key Stage Two. Some of these pupils were identified as working below age expectations in Reading, Writing or Mathematics. Others were identified to bridge the attainment gap between Reading, Writing and Mathematics. Data shows that all pupils have benefitted positively from tuition and are making good progress.

- **Tuition with a teacher for one identified pupil**

Since October a Key Stage One pupil has received one-to-one tuition with their class teacher for an hour per week.

- **Behaviour Support Service**

The support from the Behaviour Support Teacher has been purchased in over the year in two blocks. 20 hours of support has been accessed in total. The majority of this time has been used to support two FSM pupils with behaviour issues. As part of the support the teacher has observed pupils and worked with the class teacher to develop a multi-element behaviour support plan. This has been shared with parents and other adults working with the pupils.

- **Lexia resources**

Previously school held a single user license for Lexia and it had been used with a small number of pupils. A positive impact was seen as sight knowledge of key words and phonics skills were improved and these were evidenced by the Lexia progress reports. Further licenses have been purchased so that larger groups can access this resource. Pupils who would benefit from this intervention have been identified and a timetable created for a Teaching Assistant to run the sessions within the school day.

- **Multicultural Arts club**

The Arts club was delivered by Karen Herrick a local artist and supported by a teaching assistant. Ten Key Stage Two pupils attended and four of these were FSM pupils.

All work is based on African Art and the pupils have created masks, collages, weaving and printed on fabric to create a collaborative piece of work. Pupils talk very enthusiastically about sessions. The teaching assistant present confirmed pupils' engagement and enjoyment.