

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 that 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 that 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 and Numeracy. 3/6 are within the average band of the cohort for Literacy and Numeracy and 3/6 are in the higher attaining band for Literacy and Numeracy.

All FSM children are currently working either in line or above National expectations in Science. 3/6 are within the average band of the cohort for Science and 3/6 are in the higher attaining band for Science.

All groups have made progress across other Curriculum subjects with the higher ability making particularly good progress.

Children in all ability groups have had targeted interventions that have linked to individual or grouped writing, reading and Numeracy APP targets where appropriate. They have also been linked to AT1 Science targets. These interventions have been mainly carried out by the class teacher while teaching assistant support is given to other groups but some paired work has been led by the Teaching Assistant for reading and numeracy targets. The impact on attainment has been good with 6/6 children making expected progress and particularly good progress has been made in reading with 6/6 children making above average progress.

	Reading	Writing	Maths
% of FSM children making expected progress	100 %	100 %	100 %
% of FSM children making above average progress	100 %	83 %	83 %

- **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. The allocated time was dedicated to boosting reading and the children have improved their sight knowledge and word attack as well as their phonic skills in sounding out and blending to read words. Comprehension skills have been focused upon so that the children can discuss texts and extract the key information. Precision teaching has been completed by one teaching assistant each day and has had a good impact, as the children know many more words by sight. This has also impacted on confidence and self-esteem as the children have been improving scores at a good rate.

	Screening test			Screening test June 2013	Sight knowledge			Reading age		End of Year 1 level	Mid point level – Feb 2013	End of Key Stage 1 level
	June 2012	Nov 2012	March 2012		100 words Sept 2012	100 words March 2012	100 and 200 words June 2013	Dec 2012	June 2013			
Child A	17	29	35	36	75	99	100/100 196/200	7 years	7.9 years	1c	1a	2b
Child B	18	31	38	39	70	96	100/100 198/200	6.9 years	7.8 years	1b	1a	2b

Progress – Age related expectations

	Reading	Writing	Maths
% of FSM pupils making expected progress	100%	50%	100%
% of FSM pupils making above average progress	-	-	-

Progress – In relation to starting points

	Reading	Writing	Maths
% of FSM pupils making expected progress	-	50%	-
% of FSM pupils making above average progress	100%	50%	100%

- **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. Two of the FSM pupils, who are boys have had intervention to boost their self esteem. The attitude of the latter towards writing has greatly improved and noted by parents at home too.

Attainment

Profile score	Literacy		Mathematics	
	Reading	Writing	Number	Shape, Space and Measures
1 – Emerging		25% (1/4)		
2 – Expected	75% (3/4)	75% (3/4)	50 (2/4)	75% (3/4)
3 – Exceeding	25% (1/4)		50 (2/4)	25% (1/4)

Progress

Progress	Literacy		Mathematics	
	Reading	Writing	Number	Shape, Space and Measures
% Expected progress	50% (2/4)	75% (3/4)	50% (2/4)	50% (2/4)
% Above average progress	50% (2/4)	25% (3/4)	50% (2/4)	50% (2/4)

In Mathematics 50% of FSM pupils have made above average progress to bring their attainment in line with the rest of the class (these pupils were assessed as confident within the 30-50 months band). The remaining 50% of FSM pupils have made expected progress.

In Reading 50% of FSM pupils have made above average progress to bring their attainment in line with the rest of the class (these pupils were assessed as secure and confident within the 30-50 months band). The remaining 50% of FSM pupils have made expected progress (both were assessed at 40-60 emerging on entry to FS2).

In Writing 75% of FSM pupils have made expected progress and have either maintain progress in line with the class or maintained progress with a secure 30-50 months starting point. The remaining 25% have made above average progress.

- **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. This has focussed on Numeracy during Summer Term 1 working on embedding new concepts and skills at level 4 particularly in terms of applying.

In Summer term 2 the focus has been on Literacy particularly on learning higher order punctuation to include in their independent writing. The impact has been that 3/3 of these 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. The other child has improved by 1 sublevel in Writing and 1 sublevel in Mathematics since joining the school.

	Reading	Writing	Mathematics
% of FSM pupils making expected progress.	50%	75%	0%
% of FSM pupils making above average progress	25%	25%	0%

Based on Teacher Assessment

- **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. It was also apparent they related this to the work that they had been doing in School throughout Science week. Year 5, for example, were particularly interested in information about the moon landings that they had been learning about in school.

Children confirmed they had gathered a lot of information through the show and the hands-on exhibits. Free school meals pupils from the different classes all expressed their pleasure at going as they hadn't been to anywhere like that before. Year 3 FSM pupils discussed how they found out about the different animals that went into space; how they had found out about Sputnik and the different types of stars. Year 4 FSM pupils explained about the information that they had learned about Mars and how they enjoyed controlling the rockets and making them blast off. Upper Key Stage 2 pupils explained that they had found out about gravity and how this affected astronauts on the moon, as well as the responsibilities that astronauts have when going into Space.

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 enabled children to follow a phonics programme tailored to their individual needs and has provided assessment information so that progress can be closely monitored. Data from the programme as well as teacher assessments has shown that children following this intervention have made accelerated progress in phonics. This has impacted on their reading attainment and learning across the curriculum as they have been able to apply their phonics skills in these areas. It has also 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, with 68% of the Year 1 cohort this year passing the Phonics Screening Check, compared to 41% last year. The 59% who did not pass the Phonics Screening Check last year have now all made the expected progress and passed the check this year. Phonics Play has also contributed to increased progress in phonics for children following interventions in Key Stage 2, which has in turn contributed to progress in reading attainment. The resource has also supported staff, including teaching assistants, in leading effective phonics sessions.

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. When available the results of the Year 6 grammar, punctuation and spelling test will be used to measure the impact of resources purchased for Year 6.

- **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, three of which were FSM children (25%). 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.

Discussions were held with class teachers, who felt that the impact of the club had been positive. The club enabled some of the children to release excess energy and as a result they were more focussed in class.

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

Ten I-pads have been purchased and used during the Summer Terms. These have been targeted towards FSM children. 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.

- **One to One tuition for a Looked After Child**

The Looked After Child received eight half hour sessions of one to one tuition for Numeracy, specifically looking at her number and calculation skills. Assessment showed that the child was borderline Level 1A but not demonstrating skills in the identified areas consistently. Assessment carried out in June confirms that the child is now a secure 1A in number and calculation and the same level in all areas of Numeracy.

Next steps:

Completion of Local Authority proforma for reporting to parents. This will be completed in Summer Term Two and posted on line using the School website. A copy will be sent electronically to all parents.

Report updated June 2013

Appendix One

Class One

	Reading	Writing	Maths
Percentage of FSM children making expected progress	100%	100%	100%
Percentage of FSM children making above average progress	0%	0%	0%

Class Three

	Reading	Writing	Maths
% of FSM pupil making expected progress (2 sub-levels)	100%	100%	100%
% of FSM pupils making above average progress (3 sub-levels)	0%	0%	0%

