

Pupil Premium Report to Parents September 2013

Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as being eligible for Free School Meals in Reception to Year 11. For Looked After children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives for Pupil Premium in this School

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

School Policy

The head teacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money. School's Pupil Premium Policy is available on the school website.

Accountability

The head teacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

Statistics

- In school we have 132 pupils who are entitled to benefit from the additional funding.
- Each entitled pupil receives £600
- In the current year the school receives £79,200

Strategies for using the fund

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

- Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement.
- Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs to help them make improved progress and to raise their standards of achievement.
- Acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics.

A summary of evidence from the Evaluation of the Impact of the Funding

- The percentage of children overall passing the Year One Phonics screening check is significantly above national average, higher by 15% - that is, 84% as compared to 69%. The percentage of PP pupils passing was 83% - 26% above the national average for PP children. This compares to a non-PP figure of 86% - 13% above the national average for non-PP pupils.

- For pupils who have attended school throughout Year 1 and Year 2, the percentage of children overall attaining Level 2+ in reading at the end of Key Stage 1 was 92%, compared to a national figure of 89%. The percentage of PP pupils attaining Level 2+ was 95%, higher by 7% than the figure of 88% for non-PP pupils. Compared to the previous year (2012), the gap is now 7% in favour of PP pupils, as opposed to a gap of 18% - a swing of 25%.
- For pupils who have attended school throughout Year 1 and Year 2, the percentage of children overall attaining Level 2+ in writing at the end of Key Stage 1 was 76%, compared to a national figure of 85%. The percentage of PP pupils attaining Level 2+ was 71%, lower by 11% than the figure of 82% for non-PP pupils. Compared to the previous year (2012), the gap has therefore narrowed by 7%, from 18% to 11%.
- For pupils who have attended school throughout Year 1 and Year 2, the percentage of children overall attaining Level 2+ in mathematics at the end of Key Stage 1 was 92%, compared to a national figure of 91%. The percentage of PP pupils attaining Level 2+ was 91%, lower by 3% than the figure of 94% for non-PP pupils. Compared to the previous year (2012), the gap has therefore narrowed by 15%, from 18% to 3%.
- The percentage of children overall attaining Level 4+ in reading at the end of Key Stage 2 was 68%, compared to a national figure of 86%. The percentage of PP pupils attaining Level 4+ was 58%, lower by 31% than the figure of 88% for non-PP pupils.
- The percentage of children overall attaining Level 4+ in writing at the end of Key Stage 2 was 86%, compared to a national figure of 83%. The percentage of PP pupils attaining Level 4+ was 84%, lower by 5% than the figure of 89% for non-PP pupils.
- The percentage of children overall attaining Level 4+ in mathematics at the end of Key Stage 2 was 82%, compared to a national figure of 85%. The percentage of PP pupils attaining Level 4+ was 79%, lower by 10% than the figure of 89% for non-PP pupils.

Summary

The evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been very successful in Key Stage 1; in Phonics, reading and

maths, in particular. We need to continue to narrow the gap in writing outcomes at Key Stage 1. For the academic year 2013-14, careful consideration of intervention strategies has been given with regard to Key Stage 2, with significant investment made and focused on narrowing the gap in KS2 outcomes; reading, in particular. School accepts that the current gap in attainment, in favour of non-PP pupils is not acceptable. Strategies adopted and actions taken are outlined in school's updated Pupil Premium Policy, available on the school website.