

Pupil Premium Report for Parents / Carers April

2015 Updated February 2016



What is Pupils Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to improve the achievement of pupils who have been registered for free school meals at any point in the last six years (known as “Ever 6”). Schools also receive funding for children who have been “looked after” continuously for more than six months, and children of service personnel. These children are now classified as “disadvantaged”.

Why has it been introduced?

The Government believes that the Pupil Premium (which is additional to main school funding) is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches pupils who need it most.

Who decides how the money is spent?

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are the best placed to assess what their pupils need.

How are Schools accountable for the spending of Pupil Premium?

Ofsted stated in their report Pupil Premium Update 2014. That “Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not”. School leaders must make sure that eligible pupils make faster progress than non-eligible pupils’. It is our responsibility to make a difference!

We are also mindful that the report states that the school should never confuse pupil premium funding with low ability and must support pupils of all levels of ability to achieve the highest levels.

We are held accountable for the decisions we 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.
- This report – which makes our spending plans public and approach for improving provision clear.

How does Claregate School improve the performance of Pupil Premium Children?

- We rigorously analyse external comparative reports on achievement such as Raiseonline, Data Dashboard (available on Ofsted website) and Fischer Family Trust.
- We rigorously analyse internal tracking data (progress matrices) half termly, clearly identifying the progress and attainment of disadvantaged children. Teachers then meet with their line managers to discuss the data and the children falling behind.
- Teachers plan to improve the performance of these children through extra academic activities e.g. reading or memorising tables.
- Teachers identify where disadvantaged children have not understood a concept in the morning and intervene in the afternoon through extra explanation or through more “scaffolding” helping them to understand e.g. use more visual aspects of mathematics so they can visualise the concept.
- We employ Mrs Fielding as our Child and Family Support worker whose job it is to improve attendance and learning behaviour through family engagement with the education process.
- We employ a Teaching Assistant with a specialism in early English (Mrs Akyol) to help those disadvantaged pupils who do not speak English to overcome initial barriers in terms of grammatical structure and vocabulary. This allows other children to be helped by their teacher without distractions.
- We give all children wider opportunities by conducting music lessons in Year 5. A percentage of pupil premium money is allocated to this.
- We buy in data systems where pupil’s performance and gaps can be rigorously identified. Pupil premium children benefit disproportionately from this because their needs are analysed routinely and forensically.
- We target reading especially early reading as this holds the key to so much learning. This is an area that the pupil premium children really need. Whole school systems can be used to motivate and stimulate competition and feelings of worth – success breeds success.

- We train middle leaders to be autonomous from senior leaders and take the lead in spotting the gaps early and plan effectively to remedy the situation.

With this in mind how does Claregate spend the Pupil Premium Money?

The Government allocated £93,600 based on 72 pupils to the school in April 2014. This rose to £111,800 for 86 pupils in September 2014. The provisional allocation for Claregate in 2015/16 is £113,520 for 86 pupils. Revised figures will be available from late July / August 2015. We spend it in a variety of ways. Here is a breakdown of how much money we allocate directly to raise the attainment of pupil premium children.

Staff role	Intended Impact
Reception to Y6 teaching assistants.	<p>Each year group has at least one a teaching assistant. Although not all of the work they do is with disadvantaged children, we have specified and ensure that a proportion of their work is directly for them. i.e.</p> <ul style="list-style-type: none"> • Specific intervention such as extra 1:1 or small group help in the afternoon for what they have not understood in the morning. • Extra reading throughout the day, especially reading comprehension. • Phonics intervention. • Analysis of accelerated reader comprehension scores and reading ages. • Small group support in lessons. • 'Numicon' and specific programmes of visualising concepts in Maths.
Sub Total	£20,722 = % of pupil premium children in each class x teaching assistant salaries.

In addition to that we employ three new staff to improve the educational outcomes of pupil premium children.

Staff Role	Intended IMPACT
Child and Family Support Worker Mrs Sukara-Fielding.	Improving attendance and punctuality of pupil premium children. Plot statistics to track the impact of intervention and further intervene. Establishing sound family routines. Liaison to improve the amount and quality of home reading. Specific intervention programmes. Outreach for hard to reach families. Child welfare and emotional well-being. Looked After Children liaison.
Strategic upgrade to Higher Level Teaching Assistant for key staff.	Strategic promotion. HLTA status to lead intervention and advanced assessment to plot track and diagnose pupil premium strengths and weaknesses. Then draw up intervention strategies as HLTA's to remedy the weaknesses. Innovative practice to ensure better pupil premium progress. Extra reading. Whole class supervision while SLT monitor pupil premium standards of achievement.
An extra Teaching Assistant for Year 1 for Pupil Premium Intervention.	Hearing pupil premium children read. Check their Accelerated Reader % scores and future targets for reading. Preparing resources and good lessons / intervention for pupil premium children. Fine grained assessment and marking for pupil premium children.
Teaching Assistant to provide withdrawal support particularly for the pupil premium children who do not speak English.	Initial language assessment. Programmes of rapid improvement in English. Special Educational Needs and Disability individual action plans. Responding to fast changing needs.
Teaching Assistant to provide 17.5 hours of withdrawal or in class support to pupil premium children, particularly those new to speaking English.	Specific intervention in phonics, basic number skills and reading comprehension.
Extra floating Higher Level Teaching Assistant from October 2014.	Release Senior and Middle Leadership Team to monitor and evaluate the attainment and progress of pupil premium children. Make adjustments or re-focus staff on ensuring good progress and implementation of agreed strategies.

<i>Booster classes.</i>	<i>Enhanced standards of attainment in test results through revision and practice of key skills.</i>
Sub Total	£105,422

We have found through national research that Pupil Premium children have narrower life experiences and our in school research indicates that this is also the case here. We therefore use the extra money to facilitate music lessons in upper school. Once again this is not solely for pupil premium children, but the grant enables it to happen.

Year Group	% Pupil Premium	Funding Allocation 2013/14
Year 5	16	£6,283 x 17% = £2,136
Year 6	19	£6,283 x 19% = £1,193
Sub Total	£3,329	

We have also allocated money for extra staff training as follows.

Training	Expected Impact	Cost
<i>How to sample children's work.</i>	<i>Accurate and quick identification of children not making expected progress.</i>	<i>£555 x 12% = £66.6</i>
<i>Monitoring for Performance</i>	<i>Ability for middle leaders to make quick comparisons of work in children's books – where are the gaps for PP children? Effective plans for improvement.</i>	<i>£420 x 12% = £120</i>
<i>Key Stage 1 Tracking Performance</i>	<i>Middle leaders can make effective judgements of progress over time, apply pupil progress meetings and plan for narrowing the gap.</i>	<i>£195 x 12% = £23.40</i>
<i>Observing lessons and outstanding teaching.</i>	<i>Middle leaders know exactly how to encourage the best teaching possible which means accurate assessment of need and effective differentiation for different groups of pupils.</i>	<i>£2,106 x 12% = £252.72</i>
Sub total	£462.72	

In addition to this we also allocate extra resources to pupil premium children to combat material deprivation. This year we have / are spending the following.

Resource	Expected IMPACT	Funding Allocation 2013/14
Accelerated Reader.	Precise analysis of reading ages and reading comprehension scores. This is diagnostic and is particularly useful in :- <ul style="list-style-type: none"> Identifying the reading skills that the pupil premium children need to succeed. Providing a comparison of pupil premium versus non pupil premium reading ages. 	£3,391 x 12% = £406.92
DCPro assessment tool.	Precise analysis of pupil progress and the gaps between different groups.	£1,875 x 12% = £225
Ipad minis	Provide a "hook" into more interesting learning genres.	£2,743 x 12% = £329.16
Sub total	£961.08	

Total	£130,897
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What can parent / carers do to help?

1. Ensure that your child attends well – at least 96%.
2. Find a fun way of learning times tables up to 12 x 12. There are many commercial schemes, CD's, songs etcetera that will help. Woodlands Primary School Kent also has some really good fun learning activities on their website.
3. Hear your child read little and often, preferably every day. Don't just focus on how well they recognise individual words and accuracy. Also ask them questions about recalling main events, the motives of characters and hidden meaning.
4. Plot your child's Accelerated Reader scores and ask yourself – is my child reaching the 85% accuracy target? Then ask your child's teacher – is my child reading as often as other children in the class? Do anything that you can to help.
5. Speak to your child's teacher for bespoke advice and help.

If you have any questions or need any help to know what to do to help or to understand what this report means for you and your child please see Mr Murphy or Mrs Fielding who will be happy to help!

What Difference has the Pupil Premium Funding had?

Phonics Year 1

	Claregate	National
% Pass All	84	77
% pass Disadvantaged	73	66

Between the end of Reception and the tests, disadvantaged pupils in Year 1 at present have had less than a year of intervention, and in a lot of cases due to new entrants less than this. However, we aspire for them to surpass national levels and this was a narrow miss. In time we aspire that another year's intervention will bring them up to the standards of other pupils at the school.

Key Stage 1 Attainment - Disadvantaged Pupils July 2015									
	Reading %			Writing %			Mathematics %		
	All	Disadvantaged	Not Dis	All	Disadvantaged	Non Dis	All	Disadvantaged	Non Dis
Level 3	33	50	30	13	13	13	23	13	25
Level 2A	66	88	62	33	38	32	56	38	58
Level 2B	90	100	89	54	63	53	90	88	91
Level 2C	95	100	94	82	88	81	98	100	98
Average Points Score	17.4	18.8	17.2	14.2	15.0	14.1	17.1	16.0	17.2

As you can see there was considerable success in Reading and writing where disadvantaged children actually attained higher than non-disadvantaged. In Mathematics there were fewer disadvantaged children at the higher levels of attainment. We will intervene in 2015/16 to get more disadvantaged pupils to the higher levels of attainment.

Key Stage 2 Disadvantaged Pupils Comparison

	Disadvantaged pupils	Other pupils
% of disadvantaged pupils achieving level 3 or below in reading and maths tests and writing TA ?	0%	5%
% disadvantaged pupils achieving level 4 or above in reading and maths tests and writing TA ?	92%	88%
% of disadvantaged pupils achieving level 4B or above in reading and maths tests and writing TA ?	75%	67%
% of disadvantaged pupils achieving level 5 or above in reading and maths tests and writing TA ?	25%	33%
% disadvantaged pupils making at least 2 levels of progress in reading ?	92%	100%
% disadvantaged pupils making at least 2 levels of progress in writing TA ?	100%	100%
% disadvantaged pupils making at least 2 levels of progress in maths ?	100%	95%

We are really pleased that disadvantaged children's attainment was in general above that of non-disadvantaged children. However we aspire to have more children at the higher levels of attainment. This will be a focus for the next academic year.

At the end of the autumn term, data was showing that in Reading every year group's (except Year 1) disadvantaged children were making better progress than non-disadvantaged children. This is extremely pleasing as it is where most of the intervention is targeted. In writing 4/6 year groups were making better progress. In maths only 2/6 year groups were making better progress. The focus of our intervention next term will therefore switch to Maths. This has not been a focus of our attention and funding has not been directed toward this in the last year.