



## Use of Pupil Premium 2014/ 2015

### Report for Governors

#### Impact Statement

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 wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, schools will be required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

#### **Key facts**

- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been 'looked after' continuously for more than six months. It is also allocated at a reduced rate to the children of servicemen/women.
- Total funding through the Premium will increase from £625m in 2011-12 to £1.25bn in 2012-13.
- The level of the premium in 2011-12 was £488 per pupil for pupils eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months. It was increased to £600 per pupil in 2012-13. It was increased last year to £900m per pupil. This year, 2014, it was increased to £1300 per pupil, £300 per child of Service personnel and £1900 per Child in Care (£600 which is retained by Local Authority for support/administration).
- The Pupil Premium was introduced in April 2011, and paid to local authorities by means of a specific grant based on the January school census figures for pupils registered as eligible for FSM

in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children looked after data returns (SSDA903).

- The Pupil Premium is also paid to academies via the EFA - Education Funding Agency.
- Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll.
- The Government decided that eligibility for the Pupil Premium in 2012-13 onwards will be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years.

**What does this mean for Grange Primary?**

We received **£124,000.00** Pupil Premium (PP) funding. Each child’s individual allocation is combined to create a lump sum and is supplemented with much larger sums from the main school budget. Consequently, we are able to provide many additional opportunities for the children.

The Pupil Premium allocations for 2014-15 are based on pupil numbers for Service Children and FSM data taken from the 2014 spring census, for which the count point was in January 2014.

For Grange the allocation is based on:

Type of pupil	Pupil Premium per pupil	Number of eligible pupils	Totalling
Primary Pupils Ever 6 FSM	£1,300	95	£123,500
Secondary Pupils Ever 6 FSM	£935	0	£0
Post LAC	£1900	0	£0
Service Children Ever 4	£300	2	£600
		Overall Total:	£ 124,100

## Overview of spending allocation for the financial year

Pupil Premium amount for the academic year 2014/2015	<b>£124,100</b>
Total expenditure for the year	<b>£124,100</b>
Remaining	<b>£0.00</b>

<b>Staffing</b>	<b>£ 76,100</b>
Both Deputies released 4.5 days from class teaching have a significant emphasis in their Job Description on Inclusion, Safeguarding & Raising Standards for Pupil Premium/Dis-advantaged children.	
Additional staff, training and resources to deliver Read Write Inc. across EYFS, Year One to Year Two – 4.5 hours per week for 35 weeks.	
Teacher to cover Year 2 classes for class teachers to carry out small group intervention – half day for 39 weeks.	
Three lead H.L T.A.s who lead, review and adapt provision for those PP children needing further support with staff across every year group in school – 30 hours per week	
Attendance management, first response call, school's own graded response – managed exclusively by school – 6 hours per week	
1 day per week -Teachers (x2) to provide small group key skills support in Year 6 plus Deputy (one afternoon p.w.)	
Parent Support worker – To support families to engage with school and support home/school learning- one day per week. Staff training and delivery to parent groups of the Solihull approach to parenting (two staff).	
<b>Support for Specific Groups</b>	<b>£ 24,500</b>
1:1 reading recovery support for PP pupils across Key Stage One.	
Training for targeted support in F2,Y1, Y2,Y3, Y4,Y5, Y6 to be led by named Teaching Assistants. This is school wide and enables all PP to have access to support or challenge daily.	
e-CAT (Oracy intervention training) - 70% of disadvantaged pupils are likely to suffer with Communication problems in EYFS and Year One.	
Safespeak counsellor – 64 % of our PP pupils accessed this service over past four years	
PP pupils targeted for participation in clubs before/during/after school day (no preference in team selections!) in order to increase participation and enrichment. Appointment of Apprentice sports coach to increase range and choice of clubs as well as acting as a role model.	<b>£ 11,000.00</b>
As part of our University workshops - paid visitors/coaches/leaders to provide enrichment for PP children.	

Physical Literacy (plus training) three mornings per week for identified Key Stage One pupils.	
<b>Additional Curriculum</b>	
Forest Schools enrichment for Two Year groups over the academic year.	
Subsidised swimming for an extra half hour for 36 weeks for One year group.	
Small Group Nurture with HLTAs within each Year Group – historically 45% of PP children access this over an academic year.	<b>£ 12,500.00</b>

\*25% of salary total costs used from Pupil Premium Funding or higher where historical need is clearly demonstrated.

## Impact

### Key Stage 1 Outcomes:

Disadvantaged children achieved similar outcomes to non-Disadvantaged pupils in Grange (except Level 2b+ in Reading):

	% L2+ (target) National 2014	% L2B+ (target) National 2014	% L3 (target) National 2014
<b>Reading</b>			
All	91 (90) <b>90</b>	69 (76) <b>81</b>	30 (30) <b>31</b>
Disadvantaged	91	64	36
Other	91	71	31
<b>Writing</b>			
All	90 (86) <b>86</b>	74 (75) <b>70</b>	13 (17) <b>16</b>
Disadvantaged	86	65	13
Other	93	69	13
<b>Mathematics</b>			
All	97 (90) <b>92</b>	89 (80) <b>80</b>	33 (28) <b>24</b>
Disadvantaged	0	65	35
Other	97	90	33

This means that they have closed the gap from when they were in Reception (2013). They have also achieved similar outcomes to other children Nationally (except Level 2b+ Reading).

Children are expected to achieve Level 2 by the end of Year 2. Level 3 represents better than expected attainment.

**Key Stage 2 Outcomes:** The school had 18/60 Pupil premium pupils in Year 6 for 2015.

Our Pupil Premium pupils attained higher average points scores in Reading, EGPS and Maths than other Pupil Premium pupils nationally and similar in writing. That means our children scored on average a higher score on the tests than their PP peers nationally.

Our Pupil Premium Pupils exceeded the percentages achieved at Level 4b and 5 in Reading, Maths and EGPS and were similar in writing compared to the national percentages for Pupil Premium pupils nationally. This is an improvement on previous years, particularly in writing.

We had 18 pupils funded by Pupil Premium - one was absent, one could not take the tests as he did not learn the same curriculum as the other children.

Subject Tested	L3	L4	L5	L6	Absent or Did not take test
Maths	16/18 =89%	15/18=83%	7/18 =39%	1/18 =6%	2/18= 11%
Reading	16/18= 89%	14/18= 78%	8/18 =44%	0	2/18 =11%
Writing ***	17/18= 94%	14/18 =78%	4/18= 22%	0	0

\*Writing is assessed by the teacher

Level 4 is the expected standard for Year 6 and Level 5 is **exceeding** the standard expected.

Please note that for Reading and Writing the maximum we could achieve was 89% as 11% was inaccessible because the pupils were absent or could not sit the test. If you removed them from the analysis and looked at the percentages for **the children that took** the tests:

Subject Tested	L3	L4	L5	L6	Absent or Did not take test
Maths	16/16 =100%	15/16=94%	7/16 =44%	1/16 =6%	0
National Maths	96%	87%	41%	9%	
Reading	16/16= 100%	14/18= 88%	8/16 =50%	0	0
National Reading	95%	88%	50%	0%	
Writing ***	17/18= 94%	14/18 =78%	4/18= 22%	0	0
National Writing	96%	87%	36%	2%	

\*Writing is assessed by the teacher

**Next Step: Accelerating progress for our more-able disadvantaged pupils in all areas and a specific focus on writing progress for the disadvantaged pupils and boys is the main priority for the school this year.**

**Greater proportions of Disadvantaged pupils achieving expected/better than expected as an outcome at Year 6.**

The school continues to improve the progress outcomes for disadvantaged pupils. Here is their progress on the new National Curriculum versus their peers:

We are using a new tracking system and caution must be taken in drawing too many conclusions until we can build up a more accurate picture over time:

Good progress is 3.0 points

Year	Disadvantaged Pupils Maths	Year Group Maths	Disadvantaged Pupils Reading	Year Group Reading	Disadvantaged Pupils Writing	Year Group Writing
1	2.3	2.3	2.8	2.7	2.9	2.7
3	3.0	3.3	2.8	2.8	4.0	4.0
4	2.9	2.9	3.3	3.2	2.9	2.7
5	3.0	3.0	3.4	3.6	3.0	3.0

Overall pupils are making similar rates of progress or better as their year group peers do typically.