

Pupil Premium Information and Report

What is the Pupil Premium? The National Picture

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who are eligible for free school meals and those children in local authority care. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. For example, national figures show that 11 year olds who are eligible for Free School Meals are around twice as likely not to achieve Level 4 in maths and English as other 11 year olds.

Where does the money come from?

Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals and children who have been looked after in local authority care continuously for more than six months.

Nationally, the level of the Pupil Premium in 2011-12 was £488 per pupil. It increased to £600 per pupil in 2012-13. The Government has decided that eligibility for the Pupil Premium in 2012-13 will be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. A premium has also been introduced for children whose parents are currently serving (or have in the last three years served) in the different Forces.

The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children- not necessarily just children who qualify for FSM.

“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.”

Source - DfE website

The funding is therefore given to schools to spend as they think best, although there is a requirement to publish online how this money is spent.

The Pupil Premium at Kings Worthy Primary School

The percentage of pupils receiving Free School Meals at Kings Worthy has increased from 10.3% in 2011 to 18.9% in 2013 but remains below the national average. The school number on roll (NOR) is increasing.

We are committed to ensuring all our children make the best possible progress. We regularly track and analyse the achievement of every child and do all we can to make sure each child makes as much progress as possible. We also have a duty to ensure all groups of children regardless of their gender, ethnic origin or family income or background receive their entitlement to high quality teaching and learning.

At Kings Worthy we are well staffed and children in all year groups learn in classes where the staff team includes a teacher and learning support staff. Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work one to one or in a small group with an adult. We are able to provide extra support and intervention programmes for the children who need specific teaching and learning for their additional needs.

The Pupil Premium funding has allowed us to continue and extend what we already do - to closely monitor children's progress and to give additional support when required.

In 2013 - 14, Kings Worthy received £65,051 in Pupil Premium funding.

This was used to provide teachers and support staff with appropriate resources, programmes and training to help pupils make the expected progress in their learning. The Pupil Premium was used towards the cost of providing the following:

- **Effective feedback on pupil's performance.** Teachers attended and continue to attend key local authority and cluster assessment workshops and moderation sessions to be kept and to keep abreast of new assessment arrangements especially for Year R and Y6, the new Phonics Test in Year 1 and to ensure the levelling of pupils' learning remains accurate. Local Authority inspectors moderated end of Y2 assessments with the Headteacher, subject leaders and Y2 and Y3 staff to ensure that they were accurate.
- **Specific one to one interventions, such as:** Reading Recovery, Accelerated/Write using laptop computers, Speech Therapy, Precision Teaching, 123 High frequency, FFT interventions
- **Group sessions such as:** Overcoming Barriers in maths, MyTy Maths.
- **Early Literacy Support** We provide focused teaching for individuals and small groups in Key Stage 1 to ensure that children have good levels of literacy by the time they leave Year 2 eg Talk Partners, phonics groups, Reading Recovery. The Pupil Premium contributes to paying for a Reading Recovery teacher and Learning Support Assistants (LSAs) who support children within and out of the classroom.
- **Enrichment of the curriculum.** We continue our programme of visitors and out of school visits to extend pupils' engagement in their learning.
- **Pupil Progress Meetings.** We hold half termly meetings with staff in each class to discuss the progress of each child in reading, writing and maths. These meetings are used to plan and evaluate interventions for children at risk of not making good progress and/or achieving age-related levels at the end of the year.
- **Extra Curricular Activities:** We provide places for the more vulnerable pupils to have more opportunities to interact with their peers in a variety of activities outside of the classroom eg in clubs. We also fund extra music tuition beyond the classroom.
- **Home/School Links:** Paired reading training for parents of pupils receiving Pupil Premium & Special Education Needs pupils to support reading practice at home with high levels of interest and ideas for positive parents/carers' interaction.
- **ELSA** We continue to fund the work, training and supervision for our Emotional Literacy Support Assistants to support the more vulnerable pupils one to one, in pairs or in small groups.
- **Part of the role of the Senior Leadership team** and Special Educational Needs Coordinator (SENco) is to monitor and evaluate the progress of the FSM pupils, the work of LSAs and the training needs of all staff for the teaching and learning of the more vulnerable pupils.
- **Resources such as:** a variety of reading resources to engage the more vulnerable pupils, IT software, phonics resources, maths resources
- **Mentoring one to one:** Identified pupils spending 'one to one time' reviewing/discussing learning/behaviour/interests as well as practising reading for understanding with a variety of texts.
- **Specific training of Learning Support Assistant** to support additional ECAR sessions.
- **Drama therapy:** one to one sessions with a specialist therapist

- **Outside Agency Support: Educational Psychologist (EP):** Additional EP time is purchased to provide appropriate assessments and advice for vulnerable pupils.
- **Increasing teachers' subject knowledge through specific training** such as: Keep on Talking and Boys Writing in Yr R, Pupil Premium training etc. Also reading resources such as Visible Teaching, Visible Learning, Perfect Assessment for Learning, Sutton Trust Findings and Reports.

What has been the impact of the funding? We track the progress of all of our pupils in school on a termly basis and we compare children according to different characteristics, including FSM. There is a whole school focus on narrowing the gap so that vulnerable pupils reach a Good Level of Development in YR, pass the Y1 phonics screening test & their achievement is improved in KS1 & 2 tests so that it is at least in line with the National Average. Intervention programmes are having a positive impact, eg two Reading Recovery pupils have made expected progress and 6 accelerated progress. Precision Teaching (PT) groups have been successful eg 78% of targeted pupils can now read the YR HF words. Paired reading training for parents of PP pupils has had a positive impact and results for the first 11 pupils show that 64% made a ratio gain of 2+ in 3 months, with gains ranging between 10 & 22 months. Improvements have also been made in the confidence and learning attitudes of identified pupils, and trained staff & dedicated sessions to support the social & emotional needs of children has enabled them to better access learning. Additional EP time has been productive in assessing pupil's learning & providing advice on follow up actions. Positive discrimination has enabled vulnerable children to attend certain school events, visits, activities, and receive music tuition and access to instruments.

For the year 2014-15, Kings Worthy Primary School received £95,400.

This is taking into account the fact that the school is expanding. This funding will be used in the same way as all the above with the following additions:

- **Language Link:** To assess the receptive language of children on entry to school and to provide support programmes to ensure that vulnerable children have the necessary language comprehension skills to access learning and socialise appropriately
- **Recruitment of a Home School Link Worker** to provide support for pupils, develop strong links between home and school, support vulnerable pupils and improve attendance

What has been the impact of the funding?

We continue to track the progress of all of our pupils in school on a termly basis and we compare children according to different characteristics, including FSM.

- In 2014-15, children who qualified for Pupil Premium funding and do not have special educational needs made similar progress to pupils who are not funded. The work produced in books by these two groups is of similar good quality.
- The gap in reading and writing has narrowed over the last 2 years. In maths, the attainment of disadvantaged pupils is rising but 2015-16 funding will be used for further interventions to narrow the gap further.
- Improved phonics results in 2013/14 were sustained and 80% of disadvantaged pupils passed the Y1 phonics screen in 2015, and in Y2 100% of disadvantaged pupils passed the Y2 phonics screen retake.
- At the end of KS1, all pupils achieved Level 2+ in reading and writing and 88% (7/8) achieved Level 2 in maths.

- At the end of KS2, 80% (4/5) pupils achieved L4+ in reading, writing and maths and all pupils made 2 levels of progress in reading, writing and maths.
- In Y1, of the 16 pupils having Reading Recovery teaching, all have made good progress and 9 pupils are now reading at above Age Related Expectations (ARE), 5 at expected and 2 below. In Y2, children have made progress and their reading ages have improved. Language Links will be used to assess these pupils at the beginning of Y3 to assess their Language, identify the gaps and put appropriate support in place.
- Disadvantaged children across the school who are achieving at just below Age Related Expectations received a range of intervention from Learning Support Assistants to support their progress; their average points progress was 3.2 across the year.
- Improvements have also been made in the confidence and learning attitudes of disadvantaged pupils, and trained staff & dedicated sessions to support their social & emotional needs has enabled them to better access learning. Their emotional barriers to learning are reducing so that the children made good progress; in 2014-15 the average points progress in year for disadvantaged children who had ELSA was 3.8 points.
- Further ongoing additional time for the Educational Psychologist has continued to be productive in assessing pupil's learning. Advice given on how to support pupils learning was accessed more rapidly & appropriate action taken more swiftly for pupils in Y6, so that Child A made 4 pts progress and Child B made 2.7 pts overall.
- Positive discrimination has enabled disadvantaged children to attend certain school events, visits, residential activities, and receive music tuition and access to instruments.
- The introduction of Language Links in KS1 was so successful that it has also been purchased and introduced in KS2. It was used to assess the receptive language of a disadvantaged YR child and identify a support programme to develop the child's language comprehension skills so that by the end of YR assessments showed the child is now at Age Related Expectations.
- The new Home school Link Worker (HSLW) supported 27 disadvantaged children from 19 families and their attendance improved. She has attended Team around the Family meetings and helped families access support from the local Early Help Hub. She has run a "Cool club" after school so that disadvantaged children receive support with their homework.

Important to note: If you think your child may possibly be eligible for free school meals, even if you don't want your child to eat school meals, please fill in a claim form. Every child who is eligible generates valuable income for the school.

If you have any questions or would like to know more about Pupil Premium funding and how it is being used to benefit your child, please speak to the head teacher.

For more details on the Pupil Premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

Department of Education: Evaluation of Pupil Premium, Research Brief July 2013

For more information about Free School Meal Eligibility Checking please visit:

<http://www3.hants.gov.uk/caterers/hc3s-freeschoolmeals> and click on the link to. I would like to check my free school meal eligibility.