

Financial and Impact data for Pupil
Premium pupils: 2013/14 outcomes and
in-Year 2014/15

Pupil Premium Review

Finance and Impact Data

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School Contextual Data

2014/15

Number on roll: 325

FSM Ever 6: 101

FSM %: 31%

SEN (school action +): 8%

GRT: 10%

Pupil Premium Funding

| | |
|----------------|-----------------|
| 2012/13 | £43,800 |
| 2013/14 | £83,100 |
| 2014/15 | £128,266 |

Distribution of Pupil Premium pupils.

Year Six : 16

Year Five : 18

Year Four : 13

Year Three : 10

Year Two : 11

Year One : 18

Foundation : 15

(3 pupils LAC. 32 pupils GRT. Half GRT pupils do not claim for FSM)

Social Deprivation Index.

42% in Fifth Quintile

42% in First Quintile

Attendance Data

| | 2012 | 2013 | 2014 | 2015 |
|-----------------------------|------------|-------------|------------|------------|
| % Persistent Absence | 9.9 | 12.6 | 7.7 | 9.8 |
| % Sessions Missed | 6.4 | 7.1 | 5.9 | 6.0 |

- **Reduction in percentage of persistent absentees. Current rate skewed due to seasonal pattern. Expected further reduction to less than 7% by the end of Spring term.**
- **Reduction in percentage of sessions missed. Seasonal pattern considerations will lead to percentage absence falling below 6% by the end of Spring term.**
- **Figures significantly affected by increased percentage of GRT pupils on role. 12 of current 31 PA pupils are of GRT heritage.**
- **Current GRT attendance is 85.24% (National 2013/14 86.1%)**

Attainment/ Progress / “Closing the Gap” Data

| Key Stage One | | | | |
|----------------------|-------------|-------------|-------------|-------------|
| In school gap | | | | |
| | 2012 | 2013 | 2014 | - Child A |
| All subjects | -2.1 | -1.1 | -2.7 | -2.0 |
| Reading | -2.4 | -1.6 | -3.6 | -3.0 |
| Writing | -1.9 | -1.3 | -2.8 | -2.1 |
| Maths | -1.9 | -0.7 | -1.8 | -0.9 |

| Key Stage One | | | | |
|----------------------|-------------|-------------|-------------|-------------|
| National Gap | | | | |
| | 2012 | 2013 | 2014 | - Child A |
| All subjects | -3.4 | -1.8 | -2.6 | -1.9 |
| Reading | -3.8 | -1.8 | -3.2 | -2.6 |
| Writing | -3.1 | -2.5 | -3.1 | -2.4 |
| Maths | -3.1 | -1.1 | -1.7 | -0.8 |

| Key Stage One | | | | |
|--------------------------------|-------------|-------------|-------------|------------------|
| Average Point Score FSM | | | | |
| | 2012 | 2013 | 2014 | - Child A |
| All subjects | 12.7 | 14.5 | 13.8 | 14.5 |
| Reading | 12.8 | 15.0 | 13.8 | 14.4 |
| Writing | 12.1 | 13.0 | 12.5 | 13.2 |
| Maths | 13.3 | 15.4 | 15.0 | 15.9 |

Tables include revised scores with the extraction of one child. (Child A)
 Attainment of Child A affect the overall scores significantly. Detail of Child A
 progress and provision map are included within this report.

Key stage One FSM attainment 2014. (with Current progress)

| Child | Reading | Writing | Maths |
|--------------|----------------|----------------|--------------|
| A | 1b | 1c | 1b |
| B | 2c | 2b | 2b |
| C | 2a | 2b | 2a |
| D | 2b | 2c | 2a |
| E | 2b | 2c | 2a |
| F | 2c | 2c | 2b |
| G | 2c | 2c | 2b |
| H | 2b | 1c | 2b |

| | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|
| 0 progress | 1 sub level | 2 sub level | 3 sub level | 4 sub level |
|-------------------|--------------------|--------------------|--------------------|--------------------|

| Key Stage Two | | | |
|----------------------|-------------|-------------|-------------|
| In School gap | | | |
| | 2012 | 2013 | 2014 |
| All subjects | -6.5 | -4.8 | -3.2 |
| Reading | -5.3 | -4.9 | -3.6 |
| Writing | -7.8 | -5.4 | -4.4 |
| Maths | -7.0 | -5.4 | -4.4 |
| EGPS | - | -4.4 | -0.7 |

| Key Stage Two | | | |
|----------------------|-------------|-------------|-------------|
| National gap | | | |
| | 2012 | 2013 | 2014 |
| All subjects | -4.5 | -5.5 | -3.7 |
| Reading | -3.9 | -4.8 | -3.9 |
| Writing | -7.7 | -6.2 | -4.6 |
| Maths | -3.6 | -5.1 | -3.2 |
| EGPS | - | -5.2 | -0.7 |

| Key Stage Two | | | |
|--------------------------------|-------------|-------------|-------------|
| Average Point Score FSM | | | |
| | 2012 | 2013 | 2014 |
| All subjects | 24.4 | 23.6 | 25.7 |
| Reading | 25.5 | 24.4 | 25.8 |
| Writing | 20.3 | 22.1 | 24.0 |
| Maths | 25.5 | 24.4 | 26.6 |
| EGPS | - | 23.6 | 28.7 |

| Value added | | | | | | | | | |
|---------------------|-------------|-------------|--------------|--------------|--------------|--------------|------------|------------|-------------|
| | FSM | | | NFSM | | | GAP | | |
| | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| All Subjects | 98.3 | 97.8 | 99.8 | 100.7 | 100.1 | 100.5 | 2.4 | 2.3 | 0.7 |
| Reading | - | 98.4 | 98.7 | - | 99.9 | 100.8 | - | 1.5 | 2.1 |
| Writing | - | 97.4 | 99.1 | - | 99.5 | 100.9 | - | 2.1 | 1.8 |
| Maths | 99.4 | 97.8 | 100.6 | 102.2 | 100.4 | 100.1 | 2.8 | 2.6 | +0.5 |

| In Year Data. Gap FSM-NFSM progress | | | | |
|-------------------------------------|-------------|------------|-------------|--------------|
| | Reading | Writing | Maths | All Subjects |
| Year Six | +0.3 | 0.9 | +0.2 | 0.1 |
| Year Five | 1.4 | 0.0 | 0.3 | 0.6 |
| Year Four | 0.0 | 0.2 | 0.4 | +0.1 |
| Year Three | 0.2 | 0.1 | 0.8 | 0.2 |
| Year Two | 0.3 | 0.0 | 0.5 | 0.3 |
| Year One | 0.6 | 0.7 | 0.7 | 0.6 |

Key Actions: Pupil Premium Funding

- **The Hive**
- **Mentoring Systems**
- **Staffing**
- **Multi-Agency work**
- **School Meals**
- **Monitoring**
- **“Closing the Gap”**

The Hive: Intervention base

Actions:

- Development of intervention base focused upon persistent absentees and insufficient progress in previous term
- Deployment of HLTA staff and DHT
- Intervention training
- Purchase of iPads
- Outside learning resources
- Other resources

Impact:

- Improved attendance
- Improved parental engagement
- Increased progress of cohort
- Individual pupils reintegrated
- Improved Behaviour for Learning

Mentoring Systems

Actions:

- Implementation of Mentoring systems years 1-6
- Embedding of “No excuses” culture
- Cyclic reporting systems developed
- Teacher release for Mentoring meetings, six days across academic year
- Purchase of Mentoring materials
- Pupil resources

Impact:

- Closing of gaps in all year groups
- Pupil engagement increased
- “Re-culturing” of schools systems and ethos of “No excuses” has improved behavior for learning of all groups

Staffing

Actions:

- Restructuring of Teaching Assistant deployment and hours.
- Increased focus upon individual needs of pupils
- Performance Management objectives linked directly to pupil progress issues with focus upon specific support and progress of FSM pupils.
- Training for support staff.
- Raised expectations of support staff impact

Impact:

- Increased professionalism and subsequent status of Teaching assistants
- Cohesive focus upon priority actions
- Raised status of Teaching assistants
- Increased progress of all groups

Multi-Agency work

Actions:

- Formation of Multi agency group PIPPY(Positive intervention program young people)
- Staff release for meetings
- Cross agency actions within the community with focus upon attendance, Anti social behavior, behavior for learning and readiness to engage with school and community events.
- Monthly meetings and monitoring of behavior issues
- Adult learning courses
- Sure Start activity maintenance

Impact:

- Improved engagement of pupils and parents
- Reduced persistent absenteeism
- Reduced incidents of Anti- Social behaviour in the community
- High level of community cohesion

School Meals

Actions:

- Dissolution of SLA with LA catering
- Employment of Catering Manager
- Development of menu provision based around pupil input.
- Upgrading of facilities
- Increased staffing hours
- Development of community events
- Development of Breakfast facility

Impact:

- Meal uptake risen from 37% to 91%
- FSM pupils eating improved meals
Improved readiness to learn

Monitoring

Actions:

- Development of Monitoring and Evaluation schedule
- Development of "Cluster" monitoring activities
- Initiation of "Closing the Gap" project

Impact:

- Consistent emphasis upon increasing rates of progress
- Cohesion within contextual cluster. Shared support
- Closing Gap Project shows increased progress rates in all participating schools.

Other Actions:

- **Purchase of Intervention materials and training focussed upon "Closing the Gap"**
- **Curriculum inclusion support for FSM pupils, Music lessons, French club, Residential visits, Educational visits, school uniform.**
- **Release for Middle/Senior Leader monitoring tasks**
- **ICT resource purchase. I pads/ Kindles/ Lap tops**
- **Purchase and implementation of Cornerstones curriculum in order to ensure breadth of curriculum and SMSC delivery alongside the structure of the Mentoring process.**