

Exceed to Succeed



## Pupil Premium Statement 2013-14

### Background

The Government states that the Pupil premium is additional school funding to address educational inequalities between pupils from low income families and their more affluent peers, which persist through all stages of education. This ensures funding to tackle disadvantage reaches the pupils that need it most.

As a school, we are committed to ensuring that teaching and learning opportunities meet the needs of all pupils, in particular those of vulnerable pupils so that any gaps in attainment with that of other pupils is narrowed, and ultimately, closed. We believe good educational opportunities are the key to improving life chances.

The DfE states that it is for schools to decide how the pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

### Key facts:

The pupil premium is allocated for children who are currently registered as eligible for Free School meals (FSM) or have received FSM in one or more of the previous 6 years, children looked after for more than 6 months (CLA) and children of service families.

### Free School meal eligibility

Your child is eligible for free school meals if you receive any of the following:

- Income Support
- Job Seekers allowance
- Child Tax Credit with household income of less than £16,190 ( and not

receiving Working Tax Credit)

- Guaranteed element of pension credit
- Income-related Employment and Support allowance
- Assistance from IK Border Agency
- Combination of Incapacity benefit and Child Tax Credit with a Household income of less than £16,190

If you are entitled to free school meals it is very important that you register with Ealing Council at Perceval House so that the school can receive the full funding that will benefit your child/children.

Free School Meal application forms are available from the school office. Please complete the form and bring it to the school office where our administrative staff will assist you in applying.

### **Number of pupils supported by Pupil Premium funding 2013-14**

Total number of pupils on roll Sept 2013	<b>402</b> * with high mobility
Number of pupils entitled to Pupil Premium funding	<b>184</b>
Number of "Looked After" pupils	<b>1</b>
Number of pupils from service families	<b>0</b>
Percentage of school roll	<b>34.4%</b>
Total amount of Pupil Premium Funding received (increased to £900 per pupil for 2013 -14)	<b>2013 – 14</b> £140,026.

### **How Pupil Premium Funding was used in 2013-14**

- Funding was used to employ Learning Support Assistants in every year group who deliver Wave 2 and Wave 3 targeted interventions to address identified gaps in learning, enabling Pupil Premium pupils to "catch up" with their peers.
- Support focusing on the "core" curriculum areas of Literacy and Numeracy, provided by Teachers and Learning Assistants
- Subsidising extended services, attendance at sports clubs, sports and cultural events, and some after school clubs.
- Subsidising PP pupils to enable them to participate in the school residential trip for Year 6
- Employing a full time Restorative Practice Mentor providing 1:1 "Check-ins" for targeted pupils, lunchtime support for pupils' behavioural, emotional and social needs, using Restorative Practice to help pupils sort out any problems so they are ready for learning.
- Additional LSAs to carry out interventions in Y1 & 2 focusing on Phonics and Reading, ensuring pupils have a strong foundation in Literacy skills.
- Employing a "Pupil progress" Tutor to teach in Y2 and Y6, enabling us to create three or more ability groups for targeted teaching & learning

in small groups.

- One – to –one Better Reading Partnership (Year 1) and Volunteer Reading Help (Beanstalk) scheme (Y5) for targeted PP pupils.
- Maths tutor employed to give extra tuition to small groups of More Able and Gifted and Talented pupil, including targeted PP pupils so they can achieve their full potential.
- Providing cover for teachers to run “Family Learning” sessions, which encourage parents of PP pupils to participate
- Ensuring opportunities for PP pupils to develop responsibility, independence and engagement with school life, through school council, and training in monitor and peer mentor roles.

### **Measuring the impact of Pupil Premium funding**

- The progress and attainment of all pupils is tracked , with the expectation that the majority of our pupils will make a minimum of two level progress from Y2 to Y6 in Reading, Writing and Maths.
- The attainment and progress of PP pupils is tracked rigorously in order to identify and narrow any attainment gaps between these groups of pupils and their peers.
- Termly Pupil Progress meetings between teaching staff, Headteacher, Deputy Head and Inclusion Leader focus on the progress of all pupil groups, including PP pupils. Actions and interventions are agreed and the impact of these assessed termly.
- Qualitative feedback on progress, engagement and confidence is collected from pupils, parents and staff.
- Where attendance of PP pupils is an issue, this is addressed and the impact on PP pupils' attendance is monitored.
- The Headteacher gives feedback to the Governors' curriculum committee termly, including the cost effectiveness of the provision made ('value for money').
- The curriculum committee reports back to the Full Governing Body termly and Governors will make an annual statement to parents on how the Pupil Premium Funding has been used to “Narrow the gap”.
- An annual summary of the Pupil Premium budget, how funding is spent and its impact is put on the school's website.

### **Impact of Pupil Premium funding 2013-14**

- PP pupils in all Year groups made expected or above expected progress.
- Interventions funded by Pupil Premium funding were able to ensure PP pupils made expected or above expected progress in the core subjects. PP pupils made better than expected progress in Reading, Writing and Maths an all Year groups, except in Y5 Reading and Y1 Maths, where they made expected progress.

- In several year groups/subjects they made equal or better progress compared to the average for the year group (see below) .
- School's SIP focus on writing ensured PP pupils made above expected progress in all year groups in Writing. In all Year groups except Y1, PP pupils “Narrowed the Gap”, making better progress than their peers in Writing.
- Restorative Practice mentor supporting PP pupils with behavioural, emotional or social needs with support in the playground, working with parents and 1:1 “check-ins” to ensure they are ready for learning during lessons.

Year group	% PP	Impact of Pupil Premium
Year 1	13.7 %	Above expected progress for PP pupils in Reading and Writing, expected progress in Maths. Better Reading Partnership and Phonics interventions ensured PP pupils secured basic Literacy skills and made above expected progress.
Year 2	22 %	Y2 Above expected progress for PP pupils and all pupils in all core areas of learning. PP pupils making equal progress to their peers in Reading, slightly better progress in Writing, slightly less than peers in Maths (by 0.2APS). 3 <sup>rd</sup> teacher enabling pupils to be taught in smaller targeted groups, targeted interventions for Phonics, Reading, Writing and Maths. Immediate assessment & support for new EAL arrivals.
Year 3	20 %	Above expected progress for all pupils and PP pupils in Reading, Writing and Maths. Better progress for PP than other pupils in Reading by 0.7, Writing by 1.2 & in Maths by 0.8 APS. Effective Phonics interventions for pupils who had not /only just passed Phonics Check, and immediate assessment & support for new EAL arrivals.
Year 4	33.3 %	Higher than average % FSM Above expected progress for PP pupils in Reading, Writing and Maths. Better progress for PP than other pupils in Reading by 0.3, Writing by 0.1 and equal progress in Maths. RWI “Fresh Start” intervention, use of CLIC Maths Immediate assessment & support for new EAL arrivals, with Phonics “Catch Up” intervention.
Year 5	23 %	Lower than average % FSM for HPS Above expected progress for all pupils in all core areas Above expected progress for PP pupils in Writing and Maths Better progress for PP than other pupils in Writing by 0.9 and in Maths by 0.2 Expected progress for PP in Reading, but less progress than other pupils by 0.6 APS pts. Immediate assessment & support for new EAL arrivals, with Phonics “Catch Up” intervention.
Year 6	47.8 %	Above expected progress for all pupils and PP pupils in all core areas, including better progress for PP than other pupils in Writing by 0.7 Less progress than other pupils in Reading by 0.5 and Maths by 0.8 APS Very high proportion, 47.8% of PP pupils, but enabled to achieve above expected progress of in all areas, and better than their peers in Writing. Strong correlation between FSM and SEN needs, including BESD.