

Dean Field Community Primary School

PUPIL PREMIUM: 2014/15 ACTION AND SPENDING PLAN

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. Dean Field therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the “ever 6”) qualifies for pupil premium funding

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils receive extra pupil premium funding.

Children of Service Families

These children receive an increased premium.

How is Dean Field accountable for the pupil premium?

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

The following plan (which is monitored termly and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding and the intended outcomes:

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Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils

Context:

Pupil premium allocation for the 2014/15 financial year: £162500

Approximate pupil premium allocation for the 2014/15 academic year: £170280

This is based on 129 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding) and children who are looked after. This equates to 65% pupils on roll.

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

Current position:

- The proportion of FSM/CLA pupils attaining the Y1 phonics standard was in line with the proportion of non FSM/CLA pupils who attained the standard nationally. However, since all non FSM/CLA pupils at school attained the standard, in percentage terms the 'in-school- gap appears significant, although there was only actually a difference of 2 pupils.
- KS1 2013 average point scores (APS) show FSM/CLA pupils performed less well than non FSM/CLA pupils. The gap in reading and writing is wider when compared with non FSM/CLA children at Dean Field than when compared with non FSM/CLA pupils nationally but, in maths, the gap is wider when compared with our own non FSM pupils than the non FSM group nationally.
- KS2 2013 APS shows that (in reading, writing and maths) FSM/CLA pupils also performed less well than non FSM/CLA pupils in school with the combined gap widening by 0.5 (despite deploying funding to strategies that had previous good impact). When compared to non FSM/CLA pupils nationally, the gap is not as wide.
- The proportion of FSM/CLA pupils attaining a L4+ in reading, writing and maths combined was broadly in line with non FSM/CLA pupils nationally, the gap being narrowed slightly in maths but widening in reading and writing. The proportion attaining L4+ in GPS was significantly lower than the non FSM/CLA group nationally.
- When comparing the value-added (VA) scores of FSM/CLA pupils to non FSM/CLA pupils in school, the FSM/CLA group score was the same for maths and above in reading (+0.7) and writing (+0.2). In comparison to the national FSM/CLA group, the VA scores for all subjects were above (maths +1.2; reading + 1.4; writing +0.9).
- The proportion of KS2 FSM/CLA pupils making expected (2 levels) progress is above the proportion of non FSM/CLA pupils making similar progress nationally in all subjects. The proportion of FSM/CLA pupils making better than expected (3 levels) progress above non FSM/CLA pupils nationally for reading and writing and exactly in line in maths.
- School tracking data shows the gap for these pupils in each year group to be generally widest in spelling, grammar and writing at KS2 but significant across all subjects in KS1. However, it also shows that progress for PP children is broadly in line with the progress of non FSM/CLA pupils in reading and maths.
- This evidences the successful impact on the progress of FSM/CLA pupils of the provision in place for these children, but we now need to see greater impact on attainment, particularly at KS1. Consequently, each element will now be more precisely evaluated in its DISCRETE impact rather than as a 'collection' of strategies.

Expected outcomes at the end of the 2014/15 academic year:

- Y1 phonics testing to show that the proportion of FSM/CLA pupils working at the required standard remains at least in line with the proportion of non FSM/CLA pupils nationally.
- KS1 results to show that the proportion of FSM/CLA pupils attaining a level 2b+ in reading, writing and maths is broadly in line with their non FSM/CLA counterparts and that APS measures between the groups are also broadly in line for which historical gaps must be closed significantly.
- KS2 SAT results to evidence that the proportion of FSM/CLA pupils making 2 levels of progress (12 points) in reading, writing, maths from the end of KS1 is in line with the progress made by non FSM/CLA pupils nationally.
- VA measures for this FSM/CLA pupil group are in line with (or above) the national non FSM/CLA national pupil group in all subjects.
- KS2 SAT results show that attainment of FSM/CLA pupils is in line with the attainment of non FSM/CLA pupils at L4+ in reading, writing, maths (also combined) and GPS.
- School tracking data to evidence that FSM/CLA pupils make a minimum average of 4 (KS1) or 3 (KS2) points across each year group.
- Each DISCRETE element of provision for FSM/CLA children to be SEPARATELY evaluated (termly where possible) and an annual report provided for staff and governors with regard to the IMPACT on pupils' progress AND attainment.

PUPIL PREMIUM PROVISION 2014/15	TOTAL COST OF PROVISION	% FROM PUPIL PREMIUM	COST FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
<p>1. Home School Liaison Staff</p> <ul style="list-style-type: none"> • Tracking attendance and punctuality • Home visits • Support for pupils on 'Continuum of Need' • Managing universal services for vulnerable children • CAFs • Children in Need and Child Protection 	£68637	65%	£44614	Full time: Ongoing all year	End of year report (LS/KH): <ul style="list-style-type: none"> • Overall attendance • Attendance of PP children (collated into group) • Number/reduction CAFs • De-escalation of CON • Service provision
<p>2. Early Years Support: TA</p> <p>Accelerating progress from exceptionally low starting points to raise attainment for 17 out of 30 pupils in :</p> <ul style="list-style-type: none"> • PSED • CLL • Number and SSM • KUW 	£11446	57%	£6524	Full time: Ongoing all year	Termly report to governors: CF <ul style="list-style-type: none"> • Progress towards prime and specific ELG's • Progress towards GLD • Comparison of above measures between FSM/CLA group and non FSM/CLA (and national)
<p>3. Y1/2 Phonics Support: Teaching Assistants</p> <p>Support for phonics for one hour a day in both classes for 33 pupil premium children from a total of 57 (Annual staffing cost by 52 weeks then by 27.5 hrs x 15 x 52)</p>	£8324	58%	£4827	Full time: Ongoing all year	Phonic test data: Y1 End of term report: SM <ul style="list-style-type: none"> • % on track to attain standard (PP group v non FSM/CLA)

<p>4. Making good progress in EYFS and KS1: 3 x TA's</p> <p>Accelerating progress for 33 PP children (from 57) so that they make good progress and become on track to attain a L2b+ in reading, writing and maths (or higher if currently on track):</p> <ul style="list-style-type: none"> • RAPS • Monitoring • Interventions • Bespoke feedback and guidance – next steps • Follow up provision and tracking 	£34338	58%	£19916	Full time: Ongoing all year (early intervention)	<p>Termly reports: SLT</p> <ul style="list-style-type: none"> • TA lesson observations • Appraisal outcomes • Intervention reports • Work analysis • Learning walks (drop-ins)
<p>5. Speech and Language</p> <p>Regular weekly sessions for PP children delivered by trained speech therapist for the equivalent of 1 day per week with delayed communication, speech and language skills</p> <ul style="list-style-type: none"> • Group and whole class strategies • 1:1 working 	£3536	100%	£3536	Ongoing weekly for each pupil on SLL register	<p>Termly report to governors: HJ</p> <ul style="list-style-type: none"> • Numbers of pupils (SLL) • Baseline measures • Progress measures • Exit measures
<p>6. Reading Catch Up Programmes</p> <p>Daily work with PP children in Year 1, 2, 3 (54 from 85) and/or others (1:1/group) who, at any time may be working more than 2 sub levels below the national average in reading</p> <ul style="list-style-type: none"> • Reading Recovery • RWI Fresh Start • Additional guided reading 	£27171	64%	£17389	Full time: Ongoing all year	<p>Termly report to governors: SM</p> <ul style="list-style-type: none"> • Attainment of PP children (by group) in relation to non PP nationally • Progress of PP children (by group) in relation to non PP nationally measuring expected and better than expected progress
<p>7. Class teaching assistants full time in KS2 classes</p> <p>This high level of support across all classes for basic skills enables intervention and support for all pupils (142) and specifically for PP pupils (93) to be maintained so that they make at least expected progress (or better from lower starting points) and become on track to attain L4+ in reading, writing, maths and GPS (or higher if already on track)</p> <ul style="list-style-type: none"> • RAPS • Interventions • Bespoke feedback and guidance – next steps 	£45784	65%	£29759	Full time: Ongoing all year	<p>Termly reports: SLT</p> <ul style="list-style-type: none"> • TA lesson observations • Appraisal outcomes • Intervention reports • Work analysis • Learning walks (drop-ins)

<p>8. Making good progress in KS2: 1-1 Tuition</p> <p>Tuition for 14 Y5 PP children (out of 15) to ensure:</p> <ul style="list-style-type: none"> All pupils will attain a L4b+ in reading, writing, maths and GPS by the end of KS2 Pupils are able to sit the entrance exam for grammar school 	£3040	93%	£2827	2 x 1 hour sessions weekly from October to July	<p>Termly reports: SM</p> <ul style="list-style-type: none"> Y5 cohort tracking (comparison PP to non FSM/CLA) Y5 Work analysis
<p>9. Inclusion Manager: 0.2 FTE</p> <p>Lead and manage the provision for PP pupils: with 129 children to track it is essential that each child is given appropriate support and the impact of this support is measured</p> <p><i>(Due to staffing turbulence this is undertaken as school-to-school support from within the North Halifax Cluster)</i></p>	£11100	100%	£11100	Full time: Ongoing all year	<p>Termly report to governors: CH</p> <ul style="list-style-type: none"> Movement of pupils on SEN register Intervention maps Whole school tracking of SEN groups
<p>10. Breakfast Club</p> <ul style="list-style-type: none"> Healthy eating Learning to learn strategies (and co-operative play) Targeting children at Continuum of Need level 2 Resources <p><i>Estimated to be used by 50 pupils (80% regulars are PP)</i></p>	£6840	80%	£5472	Full time: Ongoing all year	<p>End of year report (SM) based on:</p> <ul style="list-style-type: none"> Ready to learn “tracker” (CPOMS) Attendance De-escalation of CON (level 2)
<p>11. Memorable Experiences</p> <ul style="list-style-type: none"> Subsidy for day trips (129 PP children only @£10 per term) Subsidy for residential visit (Y5/6 – PP only - 48) Specialist Teacher: Performing Arts (65% PP) Membership/uniform of community clubs (PP only) Specialist Teacher: PE (65% PP) 	<p>£3870</p> <p>£4800</p> <p>£8550</p> <p>£1000</p> <p>£11446</p>	<p>100%</p> <p>100%</p> <p>65%</p> <p>100%</p> <p>65%</p>	<p>£3870</p> <p>£4800</p> <p>£5557</p> <p>£1000</p> <p>£7439</p>	<p>Termly</p> <p>Annual</p> <p>Ongoing</p> <p>N/A</p> <p>Ongoing</p>	<p>End of year report (SM):</p> <ul style="list-style-type: none"> Pupil feedback (enjoyment and self-esteem) Registers of visits Participation levels (school performances, sports clubs)
<p>12. Practical Resources: Maths</p> <ul style="list-style-type: none"> Additional practical resources to support PP children in maths 	£1308	65%	£850	N/A	<p>End of year report:</p> <ul style="list-style-type: none"> Maths cohort tracking (comparison PP to non FSM/CLA)
<p>TOTAL PROJECTED SPEND 2014/15 ACADEMIC YEAR</p>			<p>£170280</p>		

EVALUATION:

1. Home-School Liaison

2. Early Years Support

3. Y1/2 Phonics

4. EYFS/KS1: Making Good Progress

5. Speech and Language

6. Reading Catch Up

7. KS2: Making Good Progress

8. KS2- 1:1 Tuition

9. Inclusion

10. Breakfast Club

11. Memorable Experiences

12. Resources