

Pupil Premium Grant Expenditure Report 2014-2015 – Firs Lower School

National Context Pupil Premium Grant (PPG) 2014-2015

The department for Education (DfE) published the Pupil Premium Grant (PPG) 2014-2015. PPG will be paid pursuant to Section 14 of the Education Act 2002 and, in accordance with Section 16 of that Act; the Secretary of State lays down terms on which the pupil premium grant (PPG) is allocated to schools. It says: The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The guidance explains: The grant does not have to be completely spent by schools in the financial year beginning 1 April 2014; some or all of it may be carried forward to future financial years.

The Pupil Premium per pupils for 2014-15 is as follows:

Type of Pupil Premium per pupil

- Pupils recorded as Ever 6 FSM £1,300
- Looked After Children £1,900
- Service Children £300
- Children adopted from care under the Adoption and Children Act 2002 and;
- Children who have left care under a Special Guardianship or Residence Order £1,900

The Department for Education's Pupil Premium Funding 2014-2015

In the current academic year, the Government has increased the Pupil Premium funding in schools across England to £2.5 billion. Thus, in 2014-2015, schools will receive £1300 per pupil of primary-school age and £935 per pupil of secondary-school age.

With regards to children who are 'looked after', the allocation per pupil is £1900. It has been agreed in Central Bedfordshire that each school will receive £1500 of this amount each year for an identified child; the remaining £400 will be held by Central Bedfordshire's Virtual School for 'Looked After' Children and will be managed by the Head teacher of the Virtual School; the 'top sliced' funding will be used directly to support intervention for those 'looked after' children most at risk of under-achievement or disengagement from learning.

Ever 6 FSM

The Pupil Premium for 2014-2015 will include pupils on the January 2014 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2014. For the purposes of these grants conditions, "Ever 6 FSM" means those pupils recorded on the January 2014 School Census² who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since Summer 2008, including the January 2014 School Census. Each pupil will only be counted once: for example, if a pupil on the January 2014 Census is recorded as known to be eligible for FSM and was recorded as known to be eligible for FSM on the Summer 2013 and Autumn 2013 Censuses, they will be counted as one Ever 6 FSM pupil for calculating allocations for the PPG in 2014-2015.

Children adopted from care

The Pupil Premium for 2014-2015 will include those pupils recorded on the January 2014 School Census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC for the remainder of this document). A child should be recorded as such where the parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order.

Ever 4 Service Child

For the purposes of these grant conditions, "Ever 4 Service Child" means a pupil recorded on the January 2014 census who was eligible for the Service Child premium in 2011-2012, 2012-2013 or 2013-2014, as well as those recorded as a Service Child for the first time on the January 2014 Census. Each pupil will only be counted once: for example, if a pupil on the January 2014 Census is recorded as a Service Child in January 2014 and on the January 2013 Census, they will only be counted as one Ever 4 Service Child for calculating allocations for the PPG in 2014-15. The grant will be allocated as set out in sections A, B and C below. Where National Curriculum Year Groups do not apply to a pupil,

the pupil will attract PPG if aged 4 to 15 as recorded on the January 2014 Census.

Vision

Our school uses income from Pupil premium towards our vision of 'Working together to achieve our best', with all staff and Governors fully committed to providing outstanding education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong. In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development. possible in order that these children are not disadvantaged by their personal circumstances.

Principles

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

Pupil Premium Grant 2014-2015

Pupil Premium Grant 2014-2015	
Total number of pupils on roll	290
Total number of pupils eligible for PPG	25 / 8.6 %
Total number of service children	0
Total number of Looked After Children	2
Total Pupil Premium Grant	£29,100 (£26,317 via census information + £2783 VS)

How did we spend our Pupil Premium grant?

Pupil Premium Grant Funding Allocation- Impact Report 2014-2015			Breakdown of money £
Initiative/ Actions	Information	Impact / Evidence	COST
Increasing learning time Individualising phonic and literacy support - menu of small group and 1 to 1	Tailored support Intervention groups One to one teaching Small group work Employing Teaching Assistant to carry out Interventions.	<i>All pupils met their individual targets.</i> <i>KS1</i> In year 1 pupil's with No identified SEND made progress in reading, above that of their peers. In Writing their progress was broadly in line with their peers. Pupils with identified SENDs made good progress from the level at which they started and the gap between	£8526.90

	<p>Resources - Read Write Inc 1:1 support Training via RWI co-ordinator Toe by Toe, Crossbow rulers, Talking Tins, Overlay Kit</p> <p>Employing a Teacher to carry out small group enhanced literacy progress in KS2.</p>	<p>them and their peers is closing. In year 2 all pupils achieved National Expectation or above in Reading and writing.</p> <p><i>KS2</i> In year 3 pupils with No identified SEND made progress in reading and writing which was broadly in line with their peers. Pupils with identified SENDs made good progress from the level at which they started and the gap between them and their peers is closing. In year 4 pupils with No identified SEND made above average progress in reading, writing was broadly in line with their peers . Pupils with identified SENDs made good progress from the level at which they started and the gap between them and their peers is closing.</p>	
<p>Increasing learning time and individualising numeracy support - menu of small group and 1 to 1</p>	<p>Tailored support Intervention groups One to one teaching Small group work</p> <p>Employing Teaching Assistant to carry out Interventions. Resources - Numicon 1:1 support Resources: Numicon 1:1 kits</p>	<p><i>All pupils met their individual targets.</i></p> <p><i>KS1</i> In year 1 pupils with No identified SEND made progress in numeracy which was in line with their peers. Pupils with identified SENDs made good progress from the level at which they started and the gap between them and their peers is closing. In year 2 all pupils achieved above National Expectation in Numeracy.</p> <p><i>KS2</i> In year 3 pupils with No identified SEND made progress in reading and writing which was broadly in line with their peers. Pupils with identified SENDs made good progress from the level at which they started and the gap between them and their peers is closing. In year 4 pupils with No identified SEND made above average progress in reading, writing was broadly in line with their peers . Pupils with identified SEND made</p>	<p>£3405.20</p>

		good progress from the level at which they started and the gap between them and their peers is closing.	
Minimising the impact of social, emotional and behavioural barriers to learning	Nurture / SEAL and mentoring from Pastoral Support Leader and assistant. Specific 1:1 support for a pupil at unstructured times of the day.	Improved social and communication, confidence and Self-esteem, improves pupil engagement. Enhanced progress and attainment in core subjects (See analysis above)	£6111
Minimising the impact of speech and communication barriers to learning	Targeted support for pupils in reception. Resources: Communication and Language resource book. Time to Talk	Improved listening and communication skills. Impacts positively in all areas of the curriculum Particularly with core subjects.	£2,526
Extending more able pupils- increasing targeted access to extra-curricular focused arts enrichment	Subsidise extra curricular clubs- Peripatetic music lessons	Increases energy and enthusiasm for learning Improves listening skills and maintains high levels of focus and Concentration. Positivity and confidence shown by children in musical activities and performances	£738
Narrowing the gap between Ever6 and Non Ever 6 pupils in KS1 and KS2	Increase our level of Teaching Assistants in each class who support intervention and offer targeted support in phonics, reading, writing and maths.	Ever 6 pupils attain and make progress in line with their peers and with the same group nationally In KS1 and KS2 the gap is beginning to close in reading, writing and maths. See data above.	£5730.20
Minimising the economic hardship- meeting pupils basic needs	The school helps disadvantaged/ vulnerable families in a number of ways including replacing damaged or worn	Promotes well-being of pupils and families. Pupils happy and confident coming into school and participate in all aspects of school life so they can fully Access the whole curriculum. For our pupils whom are Looked After it was agreed	£655.14

	uniform, equipment required for lessons,	through Social Services that some funding should support the purchase of an iPad to support learning at school and at home.	
Leadership – monitoring and evaluation	Ongoing rigorous monitoring and Data analysis drives Interventions. A programme of monitoring and evaluation of data Successfully carried out in Autumn, spring and summer.	Evaluation focusing on academic achievement and self-esteem as a consequence of intervention. In depth, data analysis drills down into individual achievement. Enrichment activities to ensure that pupils have access to additional support where needed. This data also identifies vulnerable pupils, gaps in learning and targets any non- movement in progress and attainment in terms of identified pupils who needed further support or challenge in order to achieve their potential. Successfully closing the gap for pupil premium children and improving outcomes in attainment and progress.	£155
Outside Agency Support	Educational Psychologist commissioned to support a pupil making slow progress despite high levels of SEND and PPG support,	The Educational Psychology report has been used to support the pupil moving to middle school. It has identified a number of areas which the school support, and has recommended some strategies to support narrowing the gap. The report can also be used to put this pupil towards an Education and Health Care Plan.	£288

Total spending Total £29,100