

Impact of Pupil Premium Funding 2014/15

Annual Report to Parents and Guardians



St Mary's CE Infant School receives Pupil Premium funding in addition to the schools budget. The Government fund has been established to address inequalities for children in receipt of free school meals or in the looked after care system (including those who have been adopted); narrowing the attainment gap for disadvantaged children. In addition to this the school receives funding for children whose parents are serving in the armed forces.

For 2014-15, the school received **£17,160** in Pupil Premium funding for disadvantaged pupils. There were 13 pupils identified to receive the Pupil Premium funding; this was 14% of our pupils across the school. For this academic year there were no children from Serving Forces families in the school.

The school analyses the needs of the children and decides how best to spend this funding in order to have the maximum impact possible.

Action Taken	Impact on Learning Outcomes	Evidence Source
<i>Appoint a Pupil Premium Champion Teacher to oversee the spend of the funding and track the impact and progress of the children identified.</i>	<ul style="list-style-type: none"> • Data tracked termly and interventions put in place accordingly • As a result progress for those receiving Pupil Premium across the whole school was inline or better than their peers. (apart from maths in year two) 	<ul style="list-style-type: none"> • Analysis of attainment gaps between Pupil Premium children and non-Pupil Premium children.
<i>Create SEN/Pupil Premium TA role to support children with focused learning opportunities to close the gaps (10 hours support per week)</i>	<ul style="list-style-type: none"> • TA and PP Champion liaising to ensure swift interventions targeted to close the gap • Interventions changed regularly to ensure children's needs are being met. 	<ul style="list-style-type: none"> • Records of interventions running (see TA files)
<i>Set up home learning packs and meet with Parents to aid home/school communication.</i>	<ul style="list-style-type: none"> • Termly PP meetings with parents led by PP champion. • Increased communication. • Parent's shown how to use home learning packs to support learning and advised of areas to work on specifically. 	<ul style="list-style-type: none"> • PP Champion folder. Notes and evidence of meetings. • Positive feedback from parents and pupils on use of home learning packs
<i>Continue to pay into Bug Club Online reading books and ARCH volunteer readers</i>	<ul style="list-style-type: none"> • Pupil Premium children had access to a range of quality reading materials • Pupil Premium children were targeted to receive support for their reading and as a 	<ul style="list-style-type: none"> • See reading data

	<p>result their progress in reading as a group was higher than that of non-pupil premium children.</p>	
<p><i>Train staff on how to implement precision teaching strategies (educational Psychologist Training)</i></p>	<ul style="list-style-type: none"> • Probes used to target individual teaching for pupils based on their needs. • Progress of almost all PP children raised to be in line with peers or exceeding them. 	<ul style="list-style-type: none"> • Probe records • Reading, writing and maths data
<p><i>TA daily precision teaching for those in receipt of Pupil Premium if necessary</i></p>		
<p><i>Continue to embed and develop Nurture provision, targeting the Social, emotional and mental wellbeing of identified children.</i></p>	<ul style="list-style-type: none"> • Attendance of PP children is good which has impacted on progress and attainment. (95%) • Nurture support has improved children's confidence and self-esteem, in turn impacted on their progress and attainment. 	<ul style="list-style-type: none"> • Fewer incident in the class behaviour log
<p><i>Continue to supplement cost of trips and visits.</i></p>	<ul style="list-style-type: none"> • PP funding used to reduce the cost of trips and visits for PP children. As a result all children were able to attend all trips and visits. • First hand experiences stimulate pupils' interest and engagement in topic related learning. 	<ul style="list-style-type: none"> • Pupil feedback • School analysis of pupil attainment and progress
<p><i>Train TA to deliver First Class @ Number Intervention</i></p>	<ul style="list-style-type: none"> • After March, once intervention started in year two, the progress was more rapid (almost 4 APS) • Children mastering basic skills and using resources to support themselves in their learning. • All of the children targeted for Intervention achieved a level 2 in the SATs. 	<ul style="list-style-type: none"> • SATs results • Data • Intervention notes

Pupil Premium Progress:

There were 3 children in Reception who received Pupil Premium funding. Of those one was also on the SEN register.

A coloured system will indicate whether pupils are working inline with their date of birth - Pale Blue (Working Beyond), Dark Blue (Above), Green (Inline), Yellow (Below) and Red (+1 Below). Rapid progress in EYFS is to move from working below Age Related Expectation (ARE) to Inline or beyond ARE at the end of the EYFS or to move from below National expectation of 30-50b to reach the Early Learning Goal (ELG) or beyond at the end of the year.

	Personal Social and Emotional Development	Communication and Language	Physical Development	Maths
Girl	30-50b-ELG	30-50c-ELG	30-50a-ELG	30-50a-40-60a
Girl	30-50b-ELG	30-50b-ELG	30-50a-ELG	30-50a-40-60a
Boy	30-50b-40-60b	30-50b-ELG	30-50a-ELG	30-50a-ELG

In Year One there were 6 children who received Pupil Premium Funding. Of those, four were also on the SEN register.

Year 1 Reading Progress:

2014-2015	APS 9/14	APS 12/14	APS 3/15	APS 6/15	APS Progress End of Foundation Stage to end of Year 1
Pupil Premium	4.25	7.25	8.50	10.00	5.75
Non - PP	6.71	9.07	10.00	12.29	5.58
Difference	2.46	1.82	1.50	2.29	+0.17

Year 1 Writing Progress:

2014-2015	APS 9/14	APS 12/14	APS 3/15	APS 6/15	APS Progress End of Foundation Stage to end of Year 1
Pupil Premium	4.50	7.75	8.50	9.75	5.25
Non - PP	6.57	9.21	9.93	11.93	5.36
Difference	2.07	1.46	1.43	2.18	-0.11

Year 1 Maths progress:

2014-2015	APS 9/14	APS 12/14	APS 3/15	APS 6/15	APS Progress End of Foundation Stage to end of Year 1
Pupil Premium	4.50	8.00	9.00	10.50	6.00
Non - PP	6.86	8.93	10.07	12.14	5.28
Difference	2.36	0.93	1.07	1.64	+1.28

In year two there were four children in receipt of Pupil Premium Funding. Of those two were SEN and one had and EHCP.

Year 2 Reading Progress:

2014-2015	APS 9/14	APS 12/14	APS 3/15	APS 6/15	APS Progress End of Foundation Stage to end of Year 2
Pupil Premium	8.33	8.33	8.67	14.33	6.00
Non - PP	12.33	14.61	15.67	18.11	5.78
Difference	4.00	6.28	7.00	3.78	+0.22

Year 2 Writing progress:

2014-2015	APS 9/14	APS 12/14	APS 3/15	APS 6/15	APS Progress End of Foundation Stage to end of Year 2
Pupil Premium	8.67	9.67	10.00	14.33	5.66
Non - PP	12.33	13.72	14.78	17.44	5.11
Difference	3.66	4.05	4.78	3.11	+0.55

Year 2 Maths progress:

2014-2015	APS 9/14	APS 12/14	APS 3/15	APS 6/15	APS Progress End of Foundation Stage to end of Year 2
Pupil Premium	9.00	10.33	10.67	13.67	4.67
Non - PP	12.22	14.00	15.11	17.89	5.67
Difference	3.22	3.67	4.44	4.22	-1.00