

## **Pupil Premium Report to Parents September 2015**

### **Overview**

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from other families. From September 2015, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM) or Pupil Premium Funding; £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At Market Drayton Infants we pride ourselves on using the Pupil Premium to support our students with a specific focus on engagement in school life, curriculum support and engaging parents.

### **Objectives for Pupil Premium in this School**

1. We will use the Pupil Premium to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. We will use the funding to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as our powers allow we will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

### **School Policy**

The Headteacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

### **Accountability**

The Headteacher and leadership team regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

The governors' curriculum and finance committees in turn regularly and rigorously scrutinise the impact of our pupil premium spend to ensure that it is being put to best use.

## Statistics

Number of pupils and amount of Pupil Premium Grant received:				
	2012-13	2013-14	2014-15	2015-16
Total number of pupils on roll	352 Nursery - Year 2	353 Nursery - Year 2	264 Reception - Year 2	266 Reception - Year 2
Total number of pupils eligible for Pupil Premium Grant	54	48 + 5 service children	55 + 3 service children	41 +2 Service Children +2 Children adopted from care
Amount of Pupil Premium Grant received per pupil	600 + service children	£900 Service Children £300	Ever 6 FSM* £1,300 Service children £300 Children adopted from care £1,900	Ever 6 FSM* £1,320 Service Children £300 Children adopted from care £1,900
<b>Total amount received</b>	£33,154	£45,725	£59,400 (Provisional) £66,243 (Actual)	£58,520 (Provisional)

\*Ever 6 FSM - If children have been recorded as eligible for FSM at any time over the last 6 years they will get Pupil Premium funding even if they are no longer eligible for FSM.

## Strategy for using the funding

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

### School Life:

Spent on	Aim	Impact
Funding places on school trips/visits	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	This has increased participation in all aspects of school visits as there are not any pressures on the families to fund visits. 100% of children entitled to Pupil Premium received this funding.
Funding clubs and extra-curricular activities, including access to breakfast club	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Give parents access to pre-school care so that children in receipt of PP have fair access and opportunities for participation and are coming to school ready to learn.	In 2014 only 26% of pupils accessed extra-curricular activities. The aim for 2014-15 has been to increase the participation of this group of pupils and uptake has increased to 69%. This means that participation in extracurricular activities has increased by 43%.  A new introduction this year has also been to offer Breakfast Club to this group of pupils. 12 children have accessed breakfast club at different points. This has meant that the children are arriving on school on time and are ready to for their learning. An example of the impact that this has had for one child who has attended is that attendance prior to starting breakfast club in February was 82.8% and from February until July the attendance has been 97.5%. Therefore breakfast club has had a huge impact on attendance of the child and as a result the progress that the child has made over the last one and half terms has been accelerated.
Pastoral Support e.g. 1 to 1 support, Friendship groups	Funding for Staff Members to attend 'Think Good Feel Good' Courses, targeting mental well-	Key staff have attended a variety of training linked to supporting children's mental wellbeing and this

	<p>being. This will ensure that staff are trained to give children pastoral support on a one to one basis or in a small group. This will support children in the development of their social and emotional aspects of learning, so that they are prepared and ready to learn.</p>	<p>has meant that they are better equipped at delivering pastoral support where a targeted need is recognised.</p> <p>Through work linked with 'Think Good, Feel Good' ten children have developed their emotional and social aspects of learning, so that they are more prepared and ready to learn.</p>
Behaviour Support	<p>An independent consultant to support children who have been identified with a behavioural need.</p>	<p>An independent behaviour consultant has worked within the school visiting at least twice per half term. Intense support has been for two children with a high level of need and advising on behaviour management strategies to support these children. As a result both children are now settled into the school routine and staff have a range of strategies for supporting and managing these children in class.</p> <p>Further support has also included support for teachers in managing low level disruption and training for staff who deliver pastoral support. As a result of this children are well managed within the school and this continues to contribute to the outstanding levels of behaviour and safety within the school.</p>

**Curriculum Support:**

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<p>Targeted Teaching Assistant intervention e.g. Early Literacy Support, RWInc - Phonics Programme, Additional reading and phonics support</p>	<p>Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. Initially this will be in Literacy and Numeracy.</p>	<p><b>Reception</b></p> <table border="1" data-bbox="946 286 1501 779"> <thead> <tr> <th>Area</th> <th>Percentage attaining the Early Learning Goal at the end of Reception in receipt of Pupil Premium Funding</th> <th>Percentage attaining the Early Learning Goal - other pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>91%</td> <td>94%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>76%</td> </tr> <tr> <td>Maths - Number</td> <td>91%</td> <td>91%</td> </tr> <tr> <td>Good Level of Development</td> <td>42%</td> <td>72%</td> </tr> </tbody> </table> <p>There is very little gap in reading and maths outcomes for pupils, but there is a big gap in attainment in writing.</p> <p>It will be necessary next year in year 1 to target children who have not met the Early Learning Goal for Writing</p> <p><b>Year 1 Phonics Screening</b></p> <table border="1" data-bbox="946 1267 1501 1543"> <thead> <tr> <th colspan="3">Percentage of children passing the Year 1 Phonics</th> </tr> <tr> <th>Pupil Premium Children in School</th> <th>Other children in school</th> <th>Pupil Premium Children Nationally 2014</th> </tr> </thead> <tbody> <tr> <td>88% (incl. AF and children adopted from care)</td> <td>84%</td> <td>74%</td> </tr> </tbody> </table> <p>In year two eight children had not passed the phonics screening check in year one , so needed carefully targeted support in order to move them forward so that they were working at the right level for phonics by the end of year two. 88% of these passed. One child did not but made a great improvement and moved forward with their</p>	Area	Percentage attaining the Early Learning Goal at the end of Reception in receipt of Pupil Premium Funding	Percentage attaining the Early Learning Goal - other pupils	Reading	91%	94%	Writing	55%	76%	Maths - Number	91%	91%	Good Level of Development	42%	72%	Percentage of children passing the Year 1 Phonics			Pupil Premium Children in School	Other children in school	Pupil Premium Children Nationally 2014	88% (incl. AF and children adopted from care)	84%	74%
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		<p>phonics ability. Another child also joined the school in the summer term and was one mark off passing.</p> <p><u>KS1</u> Percentage of Pupil Premium children achieving 2C+ in reading is 91% and writing is 87%; this puts pupils broadly in line with 'other' pupils nationally for 2014. This has shown a 5% improvement in writing from 2014 school outcomes. In mathematics 100% of pupils in receipt of Pupil Premium attained 2c+; this puts them 6% higher than 'other' pupils nationally in 2014. The comparison is made to 2014 as the 2015 national data was not available at the time of writing this report.</p> <p>Overall attainment is broadly in line with age related expectations for reading and writing and slightly above age related expectations in mathematics.</p> <p>Progress across KS1 is good in reading and writing (12.6 APS progress) and outstanding in mathematics (14 APS). This means that the children are making accelerated progress in order to close the attainment gap and ensure more children leave the school working securely at age related expectations.</p>
<p>Targeted teacher intervention e.g. maths and writing</p>	<p>Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. To help children reach their potential and be working securely</p>	<p>The focus was with children in Year 2. There were two main areas of focus: writing and mathematics.</p> <p>Writing - Six children in receipt of pupil premium were supported from February half term as gaps in their learning were noted and the children needed to make accelerated</p>

	at age related expectations.	<p>progress to be secure at age related expectations. As a result of targeted intervention 100% achieved 2b+ and 50% achieved 2a at the end of year 2.</p> <p>Mathematics - Nine children in receipt of pupil premium were supported for blocks of four week interventions from October half term and these were revisited if there was still a need throughout the year. As a result of targeted intervention 100% of pupils achieved 2c+, 89% achieved 2b+ and 44% achieved 2a at the end of year 2.</p>
Speech and Language Support (part funded) - 12 children targeted with SLCD from R-Year 2; 10 in Early Years.	To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.	<p>Many children who access this support have complex needs, for example special educational needs support or English as an additional language. Tracking the children who accessed this through to the end of KS1 Shows that 100% achieved 2c+ in writing and mathematics and 75% in reading.</p> <p>Tracking the 7 children in Year 1 who have accessed this support 100% passed the phonics screening check which proves that this is a highly effective early intervention.</p>
Enrichment opportunities to widen the experiences of children through an introduction to new sports e.g. Tri-golf and Arrows Archery	Children will have the opportunity to participate in a wider range of sports than they would normally have the opportunity to do so. This will be linked in with the curriculum and the children will be interviewed about their experiences.	<p>A group of children in receipt of Pupil Premium have had sessions with the PE specialist linked to arrows archery. All of the children who accessed the Cool Kids programme had follow on sessions of arrows archery as this builds on the physical development, particularly the development of the upper body. Two reception groups, three Year 1 groups and 3 Year 2 groups took part in arrows archery. The</p>

		children were interviewed in year groups separately to find out their thoughts about sport and trying new activities. These sessions not only followed on well from Cool Kids, but offered the children a range of sports.
Purchase of additional resources to support learning in and out of school	Resources necessary to support effective intervention have been purchased and are impacting on learning and teaching. Children are equipped for learning at home and school e.g. through having the correct equipment.	In discussions with some children during reading activities the school became aware that some children did not have access to quality books at home. The decision was made to purchase a book for all children in receipt of Pupil Premium so that they had a quality text at home which belonged to each individual child, raising the importance of reading for pleasure.

### Engaging Parents:

Spent on	Aim	Impact
Understanding Your Child (Parenting Course - Solihull Approach - part funded)	10 week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour.	6 parents participated in the programme whose children were in receipt of Pupil Premium. Quote from parent about the course: <i>"I have really enjoyed the course over the last 10 weeks. It has been enjoyable also and eye opener as to understanding my child. I have learnt a lot and would recommend the course to others. The staff have done a fantastic job facilitating it and are very approachable. It has certainly made me look at things in a different light."</i>
Family Learning - HLTA to support the delivery of this programme in Year 1. (part funded)	2 x 10 week programmes to support parents in how to effectively support their child with their learning at home so that there is a consistent approach between school and	A quarter of the parents accessing this course were in receipt of pupil premium funding. Comments from the parents who accessed this included: Literacy:



	<p>home. Give parents the opportunity to gain further qualifications in literacy, numeracy and ICT.</p>	<ul style="list-style-type: none"> <li>• 'The course has been useful and I can update my CV for job applications. It has made me more confident.'</li> <li>• 'The course has helped me with all of my children and helped me improve how my children are taught.'</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• 'I feel a lot more confident about maths now. Percentages have really helped in the work in a shop.'</li> <li>• 'All of the course is useful. I feel more confident and it adds to my CV.'</li> </ul>																								
<p>Delivery of workshops to upskill parents in how to effectively support their child at home (part funded)</p>	<p>Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home. Aim for 100% uptake of parents of children eligible for Pupil Premium.</p>	<table border="1" data-bbox="949 913 1428 1276"> <thead> <tr> <th></th> <th colspan="3">Percentage of parents whose children are in receipt of Pupil Premium attending workshop</th> </tr> <tr> <th>Year Group</th> <th>Literacy</th> <th>Numeracy</th> <th>Attending at least one workshop</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>80%</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Y1</td> <td>92%</td> <td>83%</td> <td>92%</td> </tr> <tr> <td>Y2</td> <td>83%</td> <td>82%</td> <td>96%</td> </tr> <tr> <td>Overall</td> <td>86%</td> <td>84%</td> <td>95%</td> </tr> </tbody> </table> <p>Whilst the target of 100% was not attained the outcomes are still showing a high level of parental engagement, ensuring that parents are greater equipped to support their child at home, this will also contribute to the closing of the attainment gap and outcomes described earlier in the report. Of all of the children 3 families did not attend any of the sessions and the school has worked with these families through other means, such as the Education Welfare Service.</p>		Percentage of parents whose children are in receipt of Pupil Premium attending workshop			Year Group	Literacy	Numeracy	Attending at least one workshop	R	80%	90%	100%	Y1	92%	83%	92%	Y2	83%	82%	96%	Overall	86%	84%	95%
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**Summary**

Through the school's self-evaluation process evidence suggests that the intervention strategies have been very successful and that they have had a very positive impact on the progress, standards and achievement of those pupils entitled to the additional funds.

## Action Plan for 2015-16

### School Life:

Spent on	Aim
Funding places on school trips/visits	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.
Funding clubs and extra-curricular activities, including access to breakfast club	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Give parents access to pre-school care so that children in receipt of PP have fair access and opportunities for participation and are coming to school ready to learn.
Purchase uniform and PE kit for families	Ensure that families are supported to purchase the necessary equipment for their children so that they are fully prepared for school and properly equipped.
Pastoral Support	Funding for Staff Members to attend 'Think Good Feel Good' Courses, targeting mental well-being. This will further develop their subject knowledge and ability to decide on the best targeted support for individual and groups of children. This will support children in the development of their social and emotional aspects of learning, so that they are prepared and ready to learn.
Behaviour Support	An independent consultant to support children who have been identified with a behavioural need. Training for all staff on positive behaviour management to strengthen the whole school ethos on positive behaviour management.

### Curriculum Support:

Spent on	Aim
Targeted TA intervention e.g. ELS, RWInc, Maths, Phonics	Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of

	<p>achievement.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. The main focus will be in Literacy and Numeracy.</p>
Targeted teacher intervention e.g. maths and writing	<p>Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.</p> <p>To help children reach their</p>
Speech and Language Support (part funded)	<p>To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.</p>
Purchase of additional resources to support learning in and out of school	<p>Resources necessary to support effective intervention have been purchased and are impacting on learning and teaching.</p> <p>Children are equipped for learning at home and school e.g. through having the correct equipment, having access to reading materials.</p>
Cool Kids Programme	<p>Cool Kids Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities.</p>

### Engaging Parents:

Spent on	Aim
Understanding Your Child (Parenting Course - Solihull Approach - part funded)	<p>10 week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour. A crèche is available to ensure that parents with young children can attend.</p> <p>For all children starting in Reception a two</p>

	hour workshop, 'Understanding Your Child', as part of the induction process. This will equip parents with basic knowledge about child development and how to interact with their child effectively during this crucial stage of development. Aim for 95% uptake.
Delivery of workshops to upskill parents in how to effectively support their child at home (part funded)	Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home. Aim for 100% uptake of parents of children eligible for Pupil Premium.
Family Learning - HLTA to support the delivery of this programme in Reception. (part funded)	2 x 10 week programmes to support parents in how to effectively support their child with their learning at home so that there is a consistent approach between school and home. Give parents the opportunity to gain further qualifications in literacy, numeracy and ICT.

More detailed information sits behind this report for the governing body so that they can hold the school to account in relation to Pupil Premium. This includes:

- Detailed budget information
- More in-depth analysis of outcomes for Foundation Stage, Phonics Screening and end of KS1 assessments
- Anonymous case studies related to individual children