

THOMAS GRAY PRIMARY

Pupil Premium Report to Parents September 2013

OVERVIEW

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on 1 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

OBJECTIVES FOR PUPIL PREMIUM IN THIS SCHOOL

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers
3. 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 Head teacher 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 Head teacher and leadership team will 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. A key monitoring tool is the termly pupil progress meetings at which the progress and attainment of each pupil premium child is discussed with teaching staff.

STATISTICS

- In school we had 111 pupils who were entitled to benefit from the additional funding.
- Each entitled pupil received £619 per annum, but this was increased to £623.
- In 2012-13 the school received £69153 additional funds.

STRATEGY FOR USING THE FUNDING 2012/2013

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

- Providing small group work for pupils entitled to PP funding using experienced teachers and TA'S focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. Also 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement. (Additional TA hours £15216)
- Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies help them make improved progress and to raise their standards of achievement
- Small group support on PSED interventions enabling pupils to develop socially and emotionally to enable to access the curriculum fully. This support is provided by the nurture base staff; BEST team ,schools buys 3 hours per week; school counsellor, school employs a counsellor 1 day per week. (£18064, £5687)
- Educational visits. All educational visits, including residential and visitors are subsidised. The visits enrich the curriculum, particularly in developing children's real life experiences as a foundation for writing. The residential focus on the development of Personal, social and emotional skills, in particular building self- esteem and confidence.(£7000)
- Pastoral support. The employment of a pastoral officer to continue to support children and their families with attendance/ punctuality issues and children whose attendance falls below 90% are monitored and targeted directly. (Pastoral officer salary £6636, EWO support £725) Also continued celebration of good attendance including prizes and attendance celebration trips (£2000)
- An additional experienced 0.6 teacher for 1 term to boost Year 6 pupils. The pupils receive targeted support to accelerate progress and ensure that they make at least 12 points progress across Key Stage 2. (£7878)
- Develop the involvement of parents in their children's learning, so that they can support learning at home. The school has focused its drive in this via the Leading Parent Partnership award - accreditation gained May

2014. (supply cover for coordination and additional resources for parent child activities £1400)

- Pupil premium resources purchased used to target able pupils entitled to PP funding to achieve L3 at the end of KS1 or L5/6 at the end of KS2. (£ 2547)
- Enhancement of ICT provision to engage learners and accelerate progress in school and at home, through use of Ipads and I AM LEARNING web based home learning (£3400)

A SUMMARY OF EVIDENCE FROM THE EVALUATION OF THE IMPACT OF THE FUNDING 2012-13 (data taken from the summer 2013 assessments)

- The Key stage 1 overall average point score for pupil premium children at Thomas Gray is 15.8 points, this is 1.5 points higher than the national average attainment. The percentage of pupil premium children attaining a level 3 is 13% which is 6% greater than the all pupil premium average.
- The key stage 1 writing point score is 15.4 points for pupil premium children this is 1.9 higher than the comparable national average.
- The key stage 1 maths average point score is 16.5 points for pupil premium children this is 1.7 points higher than the comparable national average. The percentage of pupil premium children attaining a level 2b in maths is 87% that is 21% higher than the national pupil premium average.
- The key stage 1 reading average point score is 15.5 points for pupil premium children this is 0.8 points higher than the comparable national average. The percentage of pupil premium children attaining a level 3 in reading is 20% which is 4% above that of all pupil premium impact.
- The Key stage 2 data indicates that 100% of pupil premium students made the expected progress in writing, which is 11% higher than the all pupil premium average. The percentage of pupil premium children attaining a level 4+ was 77% at Thomas Gray 4% higher than all pupil premium average.
- The Key stage 2 data indicates that 100% of pupil premium students made the expected progress in maths, which is 16% higher than the all pupil premium average. The percentage of pupil premium children attaining a level 4+ was 77% at Thomas Gray in line with 77% for all pupil premium average.
- The Key stage 2 data indicates that 100% of pupil premium students made the expected progress in reading which is 16% higher than the

all pupil premium average. The percentage of pupil premium children attaining a level 4+ was 92% at Thomas Gray compared to 78% for all pupil premium average.

- The proportion of pupil premium children attaining a level 4+ in Spelling, punctuation and grammar is 69% which is 7% greater than the all pupil premium average.

SUMMARY:

In this second year of the additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown 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.

STATISTICS 2013-14

- In school we had 114 pupils who were entitled to benefit from the additional funding.
- Each entitled pupil received £900 per annum.
- In 2013-14 the school received £108642 additional funds.

STRATEGY FOR USING THE FUNDING

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

- Providing small group work for pupils entitled to PP funding with experienced teachers and TA's focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. Alongside 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement. Also teaching assistants delivering 1:1 precision teaching programmes on a daily basis. will spent some time each day working with pupils on an individual basis on this programme (£22824, £9533)
- Additional teaching staff for guided reading daily sessions in Key Stage 1 (£6060)
- Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies help them make improved progress and to raise their standards of achievement.
- Small group support on PSED interventions enabling pupils to develop socially and emotionally to enable to access the curriculum fully. This support is provided by the nurture base staff ; BEST team ,schools buys 3 hours per week; school counsellor, school employs a counsellor 1 day per week. (£18064, £7853,£1479)

- Speech Therapy support. School has trained staff, including TA'S and the school SENCO. These staff deliver individual and paired speech and language programme, (£6060)
- Educational visits. All educational visits, including residential and visitors are subsidised. The visits enrich the curriculum, particularly in developing children's real life experiences as a foundation for writing. The residential focus on the development of Personal, social and emotional skills, in particular building self- esteem and confidence.(£10000)
- An additional experienced 0.6 teacher for 1 term to boost Year 6 pupils. The pupils receive targeted support to accelerate progress and ensure that they make at least 12 points progress across Key Stage 2.(£7878)
- Development of the EYFS outdoor area. Additional outdoor resources developed including a mud kitchen and garden area. The development of the outdoors is with a focus to close the gap between the boys and girls in reaching national expectations. Also to continue to improve the physical development of all PP pupils. (£1276, also subsidised from PTA funding).
- ICT. The purchase of 28 Ipad to enable ICT to be used effectively and support learning through increased engagement of pupils. All staff to attend Ipad training to ensure that the provision of the use of ICT is at least good. (£2817 , £1750)
- Pastoral support. The continued employment of a pastoral officer to continue to support children and their families with attendance/ punctuality issues and children whose attendance falls below 90% are monitored and targeted directly.(£6636, £750) Also continued celebration of good attendance including prizes and attendance celebration trips.(£1900)
- Oracy training for all staff. To develop good practice in all classes to enhance teaching and learning of spoken English including oral grammar. (£1500)
- Staff training for teaching and non-teaching staff in the core subjects to ensure high quality provision (£3000)
- Additional staff member in the Foundation stage to enable higher quality provision, through more intervention during continuous provision and additional guided groups (£5012)

An impact statement will be added for September 2014, following analysis of end of Key Stage data.