

Pupil Premium and Ever 6 Summary



Primary Phase

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Introduction to PP and Ever 6. What are the principles?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (PP) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 PP').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the new reports for parents that schools now have to publish online

Funding

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll.

Details of the arrangements for funding the Pupil Premium, including allocations at school level, parliamentary constituency level and local authority level can be found using the links on the right

Identification of PP learners

Pupil Premium funding is allocated through the identification of priority classes, groups or individuals who fall into the categories: Free School Meals (PP) and Looked After Children (LAC). Forces children receive additional funding through Forces Premium.

The school analyses a range of sources to create fluid 'high need' groups of identified pupils that require specialist support.

The range of identification sources include the following:

- Interactive use of teacher data assessment
- Tracking of progress in relation to other groups of pupils
- Whole school data analysis
- Teacher written reports
- Staff referral
- Home referral

Pupil Premium Action Plan 2015-16

Following analysis of pupil outcomes in 2014-2015 it was found that PP children make good progress but have generally lower starting points which means attainment is lower than for all children. PP children made less accelerated progress across KS2 than non PP children. Fewer PP children attained a Level 5 at the end of Key Stage 2. Staff deployment this year will focus on narrowing the attainment gap by further accelerating the progress of these children with an additional focus on more able PP learners.

The following documents look at the 2015/16 staffing model and intervention plan with costings. Financial costs are calculated on all students accessing provision and then refined to pupil specific information which is available to staff in school.

Pupil Premium Staffing Roles

The creative use of staffing to drive provision for targeted pupils is paramount to individual success. School leaders monitor the outcomes for these pupils to ensure the impact of targeted support is narrowing the attainment gap. Our provision includes the following;

- **All Staff** – Every member of staff has named children to mentor. This is supported through short regular meetings, at least weekly, which are focused upon needs identified by the child's class teacher.
- **Teaching Staff** – Teachers have a specific focus on all students' progress but also understand the need to close the gap on whole school issues. Teaching staff present high quality subject knowledge that differentiates to all specific needs. Teachers are used for curriculum adaptations, reduced group size sessions and 1:1 small group work. They also plan interventions delivered by support staff and monitor quality and outcomes of these interventions.
- **Student Support Managers** – 2 SSMs manage the pastoral welfare of the children. These are non-teaching staff who support children across the school. Each SSM is highly trained and performs a significant role with both the learner and the home. The role also extends to academic support with targeted children using a motivational/disciplinary approach. SSMs also support whole families through the CAF and TAC and are responsible for the promotion of good attendance.
- **EAL Staff** – We employ 3 bilingual staff who work across the school. They employ a range of strategies both in English and home languages to support those PP learners who are also EAL.
- **Teaching Assistants** - each class has an allocated TA who is directed to work specifically with PP children for a portion of their week. This work is managed and directed by the class teacher and can include daily 1:1 reading, support with editing and improving work or additional homework support. They also deliver additional intervention groups focussed towards the individual needs of PP children.
- **Primary Leadership Team** – time is allocated to specifically monitor the provision for and attainment of PP children across the primary phase. The Assistant Head Teacher leads provision for PP children and monitors impact of support each half term. Team leaders will also support 1:1 pupil conferences which give children a chance to talk about their learning and how they are being supported to improve. Meetings are regularly held across the whole school with a focus on the attainment and progress of PP children.
- **Special Support Assistants** – personalised support to address identified needs not supported by any of the above.

Pupil Premium Year End Summary and 2015/16 Projections

The below table details the Pupil Premium student numbers and linked funding:

2014/2015 Pupil Premium Funding (£1300/student, £300/Service student)			2015/2016 Pupil Premium Funding (£1300/student, £300/Service student £1900 LAC)		
Year Group	Number of PP	Budget £	Year Group	Number of PP	Budget £
Year R	11	14,300	Year R	6	£7,800
Year 1	21	26,300	Year 1	13	£14,900
Year 2	15	19,500	Year 2	21	£26,900
Year 3	16	19,800	Year 3	15	£19,500
Year 4	23	28,900	Year 4	18	£19,400
Year 5	20	26,000	Year 5	22	£28,200
Year 6	19	24,300	Year 6	19	£24,700
Total	125	159,100	Total	114	£141,400

The following tables outline how our Pupil Premium funding was allocated in the 2014/15 academic year and how the funds will be distributed in 2015/16. In addition to this information there are separate documents for each year group that identify specific intervention for each and every pupil premium learner.

2014/15 Primary Pupil Premium Spend 126 PP students and Forces Children. Income: £162,600	
Support Strategy	Budget £
HLTA – Maths booster • 3 hours weekly – see timetable	3000
Support Assistant L2 – reading and phonics interventions – see timetable • Daily reading and phonics • Aim to boost pupil's attainment in early reading • Focus KS1 pupils	8,000
Class Teacher Time – 2 hours per week • Individual 1:1 support • Small groups focussed on PP children • Additional guided sessions in excess of provision for non PP children • Planning for intervention sessions for delivery by non teaching staff	45,000
Team leader intervention – 2.5 hours per week • As class teacher plus: • Monitoring of provision for PP children • 1:1 pupil conferencing • Booster sessions for identified PP children at risk of falling behind • Data analysis	15,000
Assistant Head Teacher Time – 3 hours per week • As team leader and class teacher plus • Reporting whole school position to Head Teacher and governors • PP action plan • Staff training and development	7,000
Additional TA support - 7 hours per week • 1:1 reading • Additional guided group sessions for PP children • Daily maths/English review of work completed • Support for mentees	52,500
Student Support Manager – 4 hours per week • Behaviour and motivation support • 1:1 supported learning • Counselling/CAF/TAC • Support for mentees • Attendance support for PP families	4,000
Head Teacher Intervention • Parent meetings • Attendance at core group meetings • Mentor time	3,000
Deputy Head Teacher Time • Financial accountability for PP Spend • Line management of AHT • 1:1 support for identified PP learners • Mentor time	3,500
Other Support • Funded places at homework club • Resources to support at home • Subsidy of trips • Specific afterschool clubs for PP children • Admin Support	5,000
Total Pupil Premium Spend for 2014/15:	£68 940 12
School Pupil Premium Funding for 2014/15:	£159,100
Difference:	-£90 159.77

** Support strategies and budget figures are subject to change pending individual and whole school requirements.

2015/16 Primary Pupil Premium Spend 114 PP students and Forces Children. Income: £141,400	
Support Strategy	Budget £
HLTA – Maths booster / additional in class support • 4 hours weekly – see timetable	3,000
Support Assistant L2 – reading and phonics interventions – see timetable • Daily reading and phonics • Aim to boost pupil's attainment in early reading • Focus KS1 pupils • Homework support	2,000
Class Teacher Time – 2 hours per week • Individual 1:1 support • Small groups focussed on PP children • Additional guided sessions in excess of provision for non PP children • Planning for intervention sessions for delivery by non teaching staff	41,250
Team leader intervention – 2.5 hours per week • As class teacher plus: • Monitoring of provision for PP children • 1:1 pupil conferencing • Booster sessions for identified PP children at risk of falling behind • Data analysis • HG – small group boosters across Primary.	10,000
Assistant Head Teacher Time – 3 hours per week • As team leader and class teacher plus • Reporting whole school position to Head Teacher and governors • PP action plan • Staff training and development	25,000
Additional TA support - 5 hours per week • 1:1 reading • Additional guided group sessions for PP children • Daily maths/English review of work completed • Support for mentees	7,000
Student Support Manager – 2 hours per week • Behaviour and motivation support • 1:1 supported learning • Counselling/CAF/TAC • Support for mentees • Attendance support for PP families	38,500
Head Teacher Intervention • Parent meetings • Attendance at core group meetings • Mentor time	2,000
Deputy Head Teacher Time • Financial accountability for PP Spend • Line management of AHT • 1:1 support for identified PP learners • Mentor time	3,400
Other Support • Funded places at homework club • Resources to support at home • Subsidy of trips • Specific afterschool clubs for PP children	2,700
Total Pupil Premium Spend for 2015/16:	£134,850
School Pupil Premium Funding for 2015/16:	£141,400
Difference:	£6,500

Pupil Premium funding : Total number of pupils taken from Keys To Success

Pupil Premium is made up of any student that is PP currently or that has been on the PP register in the last 6 years (Ever6) or/and is a Service child and/or is a LAC.

PP/Ever6 students = £1300 funding

LAC= £1900

Service Children =£300

22.9.15

	Year R (60)		Year 1 (59)		Year 2 (60)		Year 3 (56)		Year 4 (60)		Year 5 (63)		Year 6 (60)		Total (420)	
	Number	% of cohort	Number	% of cohort	Number	% of cohort	Number	% of cohort	Number	% of cohort	Number	% of cohort	Number	% of cohort	Number	% of cohort
Number of PP/'Ever6' students entitled to Premium Funding	6	10	11	18%	19	32%	15	27%	14	23%	20	32%	19	32%	104	25%
Number of LAC entitled to Premium funding	0		0		1	2%	0		0		1	2%	0		2	1%
Number of Service Children entitled to Premium funding	0		2	3%	1	2%	0		4	7%	1	2%	0		8	3%
Total number of pupils eligible for Pupil Premium Funding (Ever6/CiC/Service)	6	10	15	25%	21	35%	15	27%	18	30%	22	35%	19	32%	114	27%
Total funding 'Ever 6'+LAC+Service	£7,800		£14,900		£26900		£19500		£19400		£28200		£24700		£133,600	

Analysis and challenge toolkit for school leaders: primary

Data for the pupil outcomes table for Year 6 is taken from RAISEonline.

Data for other year groups should be from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding
2012-13	£85,351
2013-14	£115,200
2014-15	£159,100
2015-16	£141,400

Percentage of PP pupils	2013-14			2014-15			2015-16		
Number of PP pupils eligible for the Pupil Premium	137	@£623	= £83,978	120	@£1300	£156000	104	@£1300	£135,200
Number of looked after pupils eligible for the Pupil Premium	1	@£623	= £623	1	@£1900	£1900	2	@ £1900	£3,800
Number of service children eligible for the Pupil Premium	3	@£250	= £750	4	@£300	£1200	8	@£300	£2,400
Total			£85351			£159 100			£141,400

Where are the gaps (Year 6)? -

Year 6: Indicator	2012 gap between PP and non PP	2013 gap between PP and non PP	2014 gap between PP and non PP	2015 gap between PP and non PP	Comments/contextual information
Attainment - Level 4+ in English	-16%				
Level 4+ Reading		- 11%	-8%	-1%	
Level 4+ Writing		-11%	-13%	-8%	
Attainment - Level 4+ in mathematics	-17%	-4%	-18%	-8%	
Achievement – expected progress in English	+2%				
Achievement – expected progress in Reading		2%	-25%	+5%	
Achievement – more than expected progress in Reading			0%	-8%	
Achievement – expected progress in Writing		2%	0%	+5%	
Achievement – more than expected progress in Writing			-24%	-15%	
Achievement – expected progress in mathematics	25%	+3%	-12%	+2%	
Achievement – more than expected progress in mathematics		+5.5%	-28%	+2	

Disadvantage pupils achieve at a lower level than other pupils in Reading, writing and Mathematics.

School priority is to focus upon reading and maths for all pupils, especially higher ability.

Progress in reading is a concern and will be a focus of spending for all disadvantaged children across school in the Autumn term. Accelerated progress in Writing and Maths will need to be a focus for the school and leadership time will be dedicated to evaluating the progress of higher ability disadvantaged children.

Where are the gaps (other year groups)? Foundation Stage and Key Stage 1

Year group	What does your data analysis tell you about the relative attainment and achievement of PP and non-PP pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Early Years Foundation Stage	<p>All PP children made outstanding progress from baselines 64% of PP children achieved GLD compared to 63% non PP +1% All children not achieving GLD were emerging in reading, writing numbers and shape, space and measures. Support strategies in Year 1 need to focus on accelerating progress in reading writing and maths to close the attainment gap in all 3 areas of learning.</p>
Year 1	<p>PP achieved equal to non PP. Attainment in reading @S1+ PP 62%, non PP 62% PP exceeded non PP achievement in writing. Attainment in writing @S1+ PP 57%, non PP 54% +3% Non PP exceeded PP achievement in maths. Attainment in maths @S1+ PP 43%, non PP 54% -11% PP exceeded non PP achievement in phonics screening. Screening check results - 76% PP passed 72% non PP +4% Support Strategies in Year 2 this year to focus upon maths and writing and maintaining the strong progress in all other areas.</p>
Year 2	<p>PP achievement exceeded non PP in all areas. Attainment in reading @2c+ PP 93%, non PP 84% +9% PP progress in reading exceeded progress of non PP. 2 sublevels progress PP 93%, non PP, 86% +7% PP exceeded non PP achievement in writing. Attainment in writing @2c+ PP 93%, non PP 80% +13% Non PP progress writing exceeded progress of PP. 2 sublevels progress PP 73%, non PP, 82% -9% PP exceeded non PP achievement in maths. Attainment in maths @2c+ PP 93%, non PP 89% +4% PP progress Maths exceeded progress of non PP. 2 sublevels progress PP 93%, non PP 86% +7% Support strategies in Year 3 this year need to focus upon accelerating progress in writing to narrow the gap in achievement.</p>

Where are the gaps (other year groups)? Key Stage 2

Year group	What does your data analysis tell you about the relative attainment and achievement of PP and non-PP pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Year 3	<p>PP did not attain as well as non PP in reading. Attainment in reading @S3 PP 33%. Non PP 47% -14% PP progress in reading was higher than progress of non PP. 3 steps+ progress PP 87% Non PP 81% +6% PP did not exceed non PP attainment in writing. Attainment in writing @S3 PP 47% Non PP 58% -11% PP progress writing did not exceed progress of non PP. 3 steps progress PP 80% non PP 84% -4% PP did not attain as well as non PP in maths. Attainment in maths @S3 PP 20% non PP 33% -13% PP progress Maths exceeded progress of non PP. 3 steps progress PP 87%, non PP 72% +15% Support strategies in Year 4 this year need to focus upon accelerating progress in reading and writing to narrow the attainment gap. Also to narrow the attainment gap in maths.</p>
Year 4	<p>PP attained better than non PP in reading. Attainment in reading @S4 PP 29% non PP 21% +8% PP progress in reading was lower than progress of non PP. 3 steps+ progress PP 35% non PP 38% -3% PP did not attain as well as non PP in writing. Attainment in writing @S4 PP 24% non PP 26% -2% PP progress in writing was lower than progress of non PP. 3 steps+ progress PP 30% non PP 38% -8% PP did not achieve as well as non PP in maths. Attainment in maths @S4 PP 0% non PP 15% -15% PP progress Maths was lower than progress of non PP. 3 steps + progress PP 30%, non PP 41% -11% Year 5 is a priority year group for Pupil Premium Intervention this year. Support strategies must raise attainment of PP children in reading writing and especially maths.</p>
Year 5	<p>PP did not achieve as well as non PP in reading. Attainment in reading @S5 PP 15% Non PP 50 % -35% PP progress was lower than non PP in reading. 3 steps+ progress PP 95% non PP 100% -5% PP did not achieve as well as non PP in writing. Attainment in writing @S5 PP 5% Non PP 30% -25% PP progress was lower than non PP in writing. 3 steps+ progress PP 85% Non PP 98% non PP -13% PP did not achieve as well as non PP in maths. Attainment in maths @S5 PP 25% non PP 40% -15% PP progress was lower than non PP in maths. 3 steps+ progress PP 95% non PP 98% -2% Priorities in Year 6 will focus upon accelerating progress in reading, writing and maths to narrow the progress and attainment gap.</p>

Year 6

PP did not achieve as well as non PP in reading. Attainment in reading @4c PP 79% Non PP 84 % -5%

PP progress was lower than non PP in reading. 2 sub levels+ progress PP 47% non PP 49% -2%

PP did not achieve as well as non PP in writing. Attainment in writing @4c PP 63% Non PP 72% -9%

PP progress was lower than non PP in writing. 2 sub levels+ progress PP 37% Non PP 28% non PP +9%

PP did not achieve as well as non PP in maths. Attainment in maths @4c PP 53% non PP 74% -21%

PP progress was lower than non PP in maths. 2 sub levels+ progress PP 42% non PP 23% +19%

Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2014/15 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	22.9.15 – There are currently 2 CiC
Service children	22.9.15 – There are currently 8 services children
