



## Pupil Premium – An Introduction

### What is it?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children registered for a free school meal at any point during the last 6 years and children that have been looked after for more than six months.

### Why has it been introduced?

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 (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit, they are required to publish information about how they use the Premium.

For the academic year September 2014 – August 2015 our school received **£40,058** of Pupil Premium funding.

The percentage of our pupils known to be eligible for free school meals is: **10.3%**. The national percentage is **19.2%**.

## Girton Glebe Pupil Premium

Number of pupils eligible for Pupil Premium: Financial year April 2014 – March 2015

Key Stage	FSM	PP+	LAC	Total no of children	Pupil Premium Funding April 2014 – March 2015 (Jan 2014 census)	Note: Funding received per pupil PP £1300 PP+ £1900
EYFS	3	2	0	5	£7700	
KS1	3	4	0	7	£11500	
KS2	13	2	0	15	£20700	
	24700			27	<b>£39900</b>	

Term	Activity or intervention funded	Year group	Number of learners	Cost £	Impact Reviewed September 2015
Autumn Spring	First class @ number	3	2	£630	Although the gap between PP cdn and that of their peers remains the same at 3 points, of the two PP cdn who accessed this intervention, one child made 4 points progress and the other made 2 points progress.
Autumn Spring	Sensory Circuits	EYFS, 1, 2	12	£475	All teachers reported that after sensory circuits cdn were more focus and engaged with their learning. One TA, who works with a statemented child commented, "child x is more focused and settled during the morning after the circuit. It is as though he/she has had chance to release some energy."
Spring	SATs booster group.	2	1	£400	Both PP cdn scored a 2A at the end of KS1 and achieved their end of KS1 targets. This means they have exceeded national average for the end of KS1.
Spring	Funding for residential trip	6	5	£2119	Pupil voice confirmed that children made new friends as a result of the trip and enjoyed the new experiences it had to offer. "Everyone had fun on the coach and got along. Before France I didn't get on with some of the girls but in France we made friends and now it's really good. When we were there I loved going to the cheese farm and meeting the French teachers."
Spring	1:2 tuition English	6	4	£625	The APS score of year 6 for reading was 30 and the PP cdn had an APS of 29 so the gap has decreased from an average of 3 points to 1 point from the Autumn term. As a group, they gained an APS which is in line with national average.
Spring	1:2 tuition Maths	5	5	£625	These cdn gained an APS of 27 which is in line with national average and above the cohort average on 25.9.
Spring Summer	ELS	1	2	£390	Between the two PP cdn who accessed ELS, between them they have an APS of 9 for reading and 8 for writing. This means that they are working at an expected level for reading and just below expected for writing. The gap has narrowed since the Autumn term and has decreased by 0.3 in reading and 0.9 in writing.
Summer	TA support during after school club hours	1 and 2.	2	£645	These cdn accessed a club where they could make new friends and interact with peers when they wouldn't have otherwise been able. A parent has commented it has been "fantastic for my child to have 1 to 1 support during this time."
Summer	Funding for residential trip	5	3	£1278	Pupil voice confirmed that children made new friends as a result of the trip and enjoyed the new experiences it had to offer. "We did lots of teamwork activities like raft building, archery and canoeing. And the teamwork challenge where we worked with a partner who was blindfolded."
Summer	Nurture room – set	All	27	£600	Although this is still in the early stages, impact can be grouped into the following

	up costs				three categories. Three pupils were expected to benefit on initial set up but it is now used by 24 cdn. (This includes during lunchtimes and lesson time). 15 of which are Pupil Premium.
Summer	Nurture room – ongoing costs	All	27	£13923	<p><u>Parental engagement</u> The FW runs fortnightly drop ins with parents here, by invitation only, and then feeds back to staff their comments. Parents have asked for the session to be weekly due to its positive value. This has been implemented. Of the parents invited, 75% attended, all of which are parents of PP cdn. One parent of a PP commented, "I think the parent sessions are brilliant and we are so grateful to have been given the chance of support as we previously felt very isolated."</p> <p><u>Social</u> A lunch time club is held here which is accessed by 15 cdn. These clubs facilitate structured activities to build friendships. Originally targeted at year 6 PP cdn but now accessed by all cdn who would benefit.</p> <p><u>Lesson time</u> The room is used as a calm space for cdn to take time out. Teachers can direct children here in the morning, or after lunch, to settle them before integrating them into class. Two PP cdn make use of this twice daily during lessons and once daily during lunch. One child said, "I find it useful to calm down if something has gone wrong and I feel angry. I also like taking a friend there as a reward, and sometimes two friends, so it helps me to make friends too. Also if I have a problem in a lesson and can't concentrate I go there to focus."</p>
Yearly	Relate counselling	6	1	£390	The PP child who accessed this resource scored higher than his/her peers in terms of APS and the teacher reports an increase in confidence and self-esteem. The parents said that this child has had "the most fantastic year in year 6 and gained so much in confidence. We can't believe she had a leading role in the play as in previous years she would never have had the confidence to go on stage."
Yearly	HLTA support intervention groups	EYFS	5	£507	<p>60% of PP cdn made 5 steps of progress in <b>all</b> 7 areas of learning, which is good progress, over the year.</p> <p>In literacy and Maths 80% of the children made 6 or more steps of progress which is good/outstanding progress.</p> <p>2/ 5 (40%) children achieved Good Level of Development (GLD)</p> <p>3 (60%) children who didn't achieve GLD did not achieve 'expected' in areas such as PSED, PD and writing but with intervention made good/ outstanding progress from their starting point.</p>

Yearly	Meet and Greet	EYFS, year 3	2	£1552	This has proven to be hugely successful for the two PP who accessed this support. They begin their day calmly and their parents have given positive feedback and commented how the communication aspect of this is also really useful.
Yearly	Phonics intervention	1 and 2	3	£3120	80% of children passed the phonics check. This is above the national average of 74%. Of the five PP cdn who took the phonics test, 3 passed. The two cdn who did not pass made huge increases in their phonic knowledge and this has been tracked regularly. One child scored 25 compared to a baseline of 5. The other child scored 20 compared to a baseline of 6.
Yearly	In class TA support	1 and 3.	3	£11700	One child has met end of year expectations in terms of APS for reading and maths. One child is still below his/her peers but has made 3 points progress in reading and writing throughout the course of the year. One child made 4 points progress in reading and maths and 2 points progress in writing. As one child who benefited from this support is on P scales, the APS do not show his/ her true progress. See separate case studies.
Yearly	Change for Life	KS2	4	£325	These cdn commented how much they enjoyed the club and looked forward to it each week. Teachers reported an improvement in confidence and attitude. "It was really fun. We played tennis and used the parachute. It gave me more confidence to be able to work as a team."
Yearly	Help for FSM pupils to attend school trips/ events if required.	All	27	£500	All PP attended trips this year. One PP child said, "my favourite trip was the science museum because we got to experiment with using electricity."
Year	Goose Club	2	1	£875	These cdn accessed a club where they could make new friends and interact with peers when they wouldn't have otherwise been able.
			Total	£40079	

### Desired outcomes for Pupil Premium spend

- Children to engage with their learning more actively (In groups and in class)
- Improved confidence
- Better behaviour in school and becoming a role model for others.
- Progress to be in line/exceeding school and national expectations.

## Pupil Premium Data Analysis

### Summer 2015

<b>KS1</b>	<b>PP APS (2015)</b>	<b>National PP APS (2014)</b>	<b>KS1 APS (2015)</b>	<b>National KS1 APS (2014)</b>
Reading	15	15	16	16.5
Writing	14	13.7	16	15.1
Maths	14	15	17	16.2
<b>KS2</b>	<b>PP APS</b>	<b>National PP APS</b>	<b>KS2 APS</b>	<b>National KS2 APS</b>
Reading	29	27.5	30	29
Writing	27	26.2	30	27
Maths	27	27.2	29	29

\*APS = Average Points Score

Our KS1 PP is broadly in line with the national pupil premium attainment, with writing 0.7 above national average. The data reveals that Maths is a comparative weakness.	As a cohort, our KS1 results reveal that we are in line with or above national averages.
Our KS2 PP is broadly in line with the national pupil premium attainment, with reading being 1.5 points above the national average and writing being 0.8 above the national average.	As a cohort, our KS2 results reveal that we are in line with or above national averages. A comparative strength is our writing results being 3 points above the national average in writing.

The above table reveals that our PP children are making progress in line with other PP children nationally but they are not making as rapid progress as the rest of their cohort. Therefore the priority for future spending is to ensure that PP children are achieving at least in line with the rest of their cohort.

Where our Pupil Premium data does not reflect the progress of the cohort, it is important to note that in a large proportion of cases, the children have SEN alongside being eligible to Pupil Premium funding.

### Summer 2014

<b>KS1</b>	<b>PP APS (2014)</b>	<b>National PP APS (2014)</b>	<b>KS1 APS (2014)</b>	<b>National KS1 APS (2014)</b>
Reading	13	15	16.6	16.5
Writing	13	13.7	15.7	15.1
Maths	13	15	16.2	16.2
<b>KS2</b>	<b>PP APS</b>	<b>National PP APS</b>	<b>KS2 APS</b>	<b>National KS2 APS</b>
Reading	28	27.5	31.6	29

Writing	25	26.2	32.7	27
Maths	23	27.2	31.8	29

A comparison with last year's data reveals an increase in APS for PP children at KS1 of 1.3 and at KS2 of 3.3.

### **Next steps**

- KS1 maths intervention : to accelerate progress to ensure PP cdn progress in line with their peers.
- KS2 maths intervention : to accelerate progress to ensure PP cdn progress in line with their peers.
- Training for TA's with 1:1 PP cdn so as to maximise the value for money to ensure the cdn make good progress from their starting point.
- Further development of the nurture room to ensure value for money.
- Work with the SENCO to accelerate the progress of SEN children.
- Proactively engage the parents of PP children.