



Pupil Premium 2015-2016

‘Where everyone learns to learn’

School Aim: To increase the progress, attainment and well-being of all children, even if they are already performing at or above national expectations.

Key priorities:

1. To raise the progress and attainment of pupils eligible for Pupil Premium funding
2. To address and challenge institutional attitudes that **could** perpetuate low expectations and an acceptance of lower pupil outcomes for pupils eligible for Pupil Premium funding

Approach:

1. Quality First Teaching- Teaching for learning which effectively uses: assessment for learning, meta learning, language rich strategies and is challenging for pupils eligible for Pupil Premium funding
2. Forensic commitment to narrowing any identified gaps in progress and attainment through precisely targeting interventions.

Impact :

Attendance

- This has improved to above national from 95.1 % in 2013 to 96.8% in 2015

Attainment

- By the end of Reception the % reaching a ‘Good Level of Development’ was 93% above national (60%)
- At Year 1 91% of pupils eligible for Pupil Premium funding achieved the phonics threshold this was above the national figure 77%
- At KS 1 pupils eligible for Pupil Premium funding have an average point score equal to or above the national score of other pupils in writing
- At KS 1 pupils eligible for Pupil Premium funding that attained at least 2B was equal to or above the national figure for other pupils in reading, writing and maths
- At KS2 pupils eligible for Pupil Premium funding that attained Level 4 was equal to or above the national figure for other pupils in reading, writing and mathematics



- At KS2 pupils eligible for Pupil Premium funding that attained Level 5 was equal to or above the national figure for other pupils in reading, writing and mathematics

Progress

- Overall, the progress of Pupil Premium children was outstanding and the gap has been narrowed across the school
- In year 5 progress was just good but this is being addressed (See SIP)

Conclusion

- The forensic focus and precise targeting of in class support and skilled interventions within a culture of high expectation and a willingness to tackle unwitting institutional class prejudice is having outstanding impact on the progress and attainment of pupils eligible for Pupil Premium
- There is clear evidence of **improvement** in attendance, attainment and progress for these pupils
- There is clear evidence of **higher than national average** attendance, attainment and progress for these pupils
- There remain some gaps between Pupil Premium children and their peers specifically at above end of year expectations e.g Level 3 and Level 5 and specific inconsistencies
- The SIP for 2015-2016 has identified these gaps and through high expectations, a culture of aspiration and precise targeted strategies we will continue to address these gaps and inconsistencies



Rathfern Primary School-Pupil Premium

Schools are funded Pupil Premium @ £1,320 per pupil for those whose families have registered for FSM. This includes any child who has been registered for FSM at any point during the past 6 years.

Children eligible for Pupil Premium Academic Year 2015/16

Year	Number of children in the year group	Number of children who are PP	Percentage of children that are PP
Reception	60	12	20%
Year 1	58	17	29%
Year 2	60	21	35%
Year 3	85	38	45%
Year 4	88	38	43%
Year 5	53	24	45%
Year 6	59	28	47%
Total	463	202	44%

Pupil Premium Allocation 2015/2016 £266,640

Pupil Premium funding will be used to ensure the identified gaps are closed:

Long term goal: Close the gap between FSM and Non FSM for L3 at the end of Year 2 and L5 at the end of year 6 in Reading, Writing and Maths. This is being addressed systematically and consistently from Reception through to year 6 through high expectations and setting challenging targets. It is predicted that the gap will continue to close.

The scrutiny of data has identified the following gaps to focus on closing:

Accelerate the progress of PP pupils in Year 2 Maths and Reading

- Year 1 FSM at EOYE Writing Non-FSM and FSM (-13% Gap)
- Year 1 FSM at EOYE Maths Non-FSM and FSM (-11% Gap)

Accelerate the progress of FSM pupils in year 3 in Reading and Maths

- Year 2 FSM at EOYE Reading Non-FSM and FSM (-8% Gap)
- Year 2 FSM at EOYE Maths Non-FSM and FSM (12% Gap)

Accelerate the progress of FSM pupils in year 6 Reading

Accelerate the progress of FSM pupils in year 6 Maths

Accelerate the progress FSM pupils in year 6 Maths

- Year 5 FSM at EOYE Reading Non-FSM and FSM (-7% Gap)
- Year 5 FSM at EOYE Writing Non-FSM and FSM (-8% Gap)
- Year 5 FSM at EOYE Maths Non-FSM and FSM (-9% Gap)



Case Studies of Key Children

Key Stage 1 Summer 2015	Y1 R	Y1 W	Y1 Ma	R	W	Ma	Prog
Child A	1B	1B	1B	2A	2A	2A	MEP
<ul style="list-style-type: none"> • Topsy and Tim Lunch time writing club (Term 1 2014) • After School Reading Booster (Every Term) • After School Writing Booster (Every Term) • Daily 1 to 1 Reading • 2 Guided Reading sessions a week with class teacher 							
Key Stage 1 Summer 2015	Y1 R	Y1 W	Y1 Ma	R	W	Ma	Prog
Child B	1B	1B	1C	2A	2B	2B	MEP
<ul style="list-style-type: none"> • EAL Pre-teaching group 45 mins a week • After School Reading Booster (Every term) • After School Writing Booster (Every Term) • Daily 1 to 1 Reading • 2 Guided Reading sessions a week with class teacher • Maths after School booster with TA • Intervention Maths Group (3 sessions 30 min sessions a week with TA.) 							
Key Stage 1 Summer 2015	Y1 R	Y1 W	Y1 Ma	R	W	Ma	Prog
Child C	1B	1B	1B	2A	2B	2A	MEP
<ul style="list-style-type: none"> • EAL Pre-teaching group 45 mins a week • Topsy and Tim Lunch time writing club (Term 1 2014) • After School Reading Booster (Every term) • After School Writing Booster (Every Term) • Daily 1 to 1 Reading • 2 Guided Reading sessions a week with class teacher 							



Key Stage 2	KS1	R	W	Ma	KS2	R	W	GPS	Ma	Progress
Child A		1b	1b	1b		5c	4b	5c	4c	MEP

Interventions

- Soundwrite
- Precision teaching – times tables, division, doubling, halving, FDP, multiplying and dividing by 10, 100, 1000
- Precision teaching – spelling, sentence structure
- Numicon
- Enhancement classes after school for reading, writing and maths
- Target one to one reading daily
- Reading comprehension

Key Stage 2	KS1	R	W	Ma	KS2	R	W	GPS	Ma	Progress
Child B		1b	1b	1a		4c	4c	3a	4b	

Interventions

- Speech and Language
- FFT
- Numicon
- Soundwrite
- Precision teaching - times tables, division, doubling, halving, FDP, multiplying and dividing by 10, 100, 1000
- Precision teaching – spelling, sentence structure
- Reading comprehension
- Word level vocabulary
- Enhancement classes after school for reading, writing and maths
- Target one to one reading daily

Key Stage 2	KS1	R	W	Ma	KS2	R	W	GPS	Ma	Progress
Child C		3c	3c	3c		5b	6c	5a	6c	

Interventions

- EMAS support
- Enhancement classes maths
- St Dunstons maths one to one

We will use the Pupil Premium funding to enable us to tailor provision to meet individual need through quality first teaching, learning and assessment and the use of effective intervention programmes that identify gaps in learning early to enable sustained and continuous progress for all pupils.



Focus	Strategy	Which Pupil Premium Children targetted	Cost	Action Taken
Quality First teaching, learning and assessment	Improve and strengthen subject knowledge, use of assessment for learning and a commitment to a growth mindset	All Children		<p>Weekly CPD to improve and strengthen subject knowledge, use of afl and a commitment to a growth mindset</p> <ul style="list-style-type: none"> -using probing questions -opportunities for self assessment -monitoring the balance between guided and independent learning <p>Progress of children eligible for Pupil Premium is a focus for all teachers and leaders</p>
Quality First teaching, learning and assessment	Improve pupils ability to take control of the learning process to become increasingly metacognitive	All children		Half termly CPD to deepen our understanding of how to develop metacognition and promote metacognitive strategies.
Reading	To provide one to one support to key children to improve reading skills so that they are at least at EOYE in Year 1 and Year 2	Year 1 and Year 2	£15,974	All Teaching Assistants have had a refresher training in FFT from a external consultant FFT - Reading one to one - 1 Teacher 0.4
Reading	FFT - Reading one to one - 2 Teaching Assistants (0.5)	Year 1 and Year 2	£16,256	All Teaching Assistants have had a refresher training in FFT from a external consultant
Reading and writing	Phonics Booster - 1 Teaching Assistant (0.5)	Rec, Year 1 and Year 2	£8,128	Identified pupils are given one to one or group phonics teaching



Spelling	Toe By Toe- Spelling and Sounds Teaching Assistant (0.5) Soundswrite - 1 Teaching Assistant (0.5)	Identified children	£16,256	Pupils who have joined Rathfern mid year or after Year 1 are targeted across the school to support filling gaps in phonic knowledge
Focus	Strategy	Which Pupil Premium Children targetted	Cost	Action Taken
Precise intervention to accelerate progress	SEN practitioners target and/or provide interventions and facilitate regular reviews of interventions. SEN practitioners working with outside agencies to ensure assessments are completed promptly and the recommendations are understood and implemented by Class Teachers and SEN practitioners	Pupils with identified needs	£62,939	SEN Practitioners - 3 (0.5) Interventions reviewed after six weeks. Inclusion team meet PTL every six weeks to review impact of interventions and other needs arising within a phase SEN or EAL.



Speaking and Listening Communication	Speech & Language SLA - One day Therapist Improve the speaking , listening and communication skills of pupils	All pupils in EYFS and Year1 Children with an identified need	£11,495	The Dockrell tool is used to reflect and improve on effective communication The speech and language therapist supports children, teachers, TAs and parents with advice and strategies to improve speaking, listening and communication
Speaking and Listening Communication	EAL support - 2 Teaching Assistants (1.3)	Pupils in EYFS, Year 1 and Year 6 with an identified need	£18,930	In class support for EAL pupils Small group
Maths	Improve pupils understanding of number and confidence with number operations in order to be at least EOYE	Pupils in Year 1 and Year 2	£24,384	First Class @ Number - 3 Teaching Assistants (0.5) (closing the gap between FSM and Non-FSM in Maths)
Maths	Ensure pupils have a secure understanding of number, place value and number operations in order to be at least EOYE	Pupils in Year 2 and 6	£21,440	Numbers Count - 1 Teacher (0.5) to support key children who are underachieving in Year 2 and Year 6



Focus	Strategy	Which Pupil Premium Children targetted	Cost	Action Taken
Speaking and Listening Communication	To improve the speaking, listening and communication skills of key pupils	Pupils in EYFS, Y1 and Y2	£8,128	SALT Practitioner - 1 Teaching Assistant (0.5)
Reading	To improve reading comprehension skills.	Pupils in Year 1 and Year 2	£5,418	Reading Comprehension - 1 Teaching Assistant (0.3) Through one to one reading with an adult and the use of increasingly probing questioning improve comprehension
Maths	To consolidate key maths skills	Year 4,5 and 6	£8,128	Power of Two - 1 Teaching Assistant (0.5)
Handwriting	To ensure correct letter formation and development of legible, fluent handwriting. Following up on advice from the specialist support.	Identified pupils across the school	£8,128	Handwriting - 1 Teaching Assistant (0.5)
Fine motor control	To facilitate correct letter formation through specialist input	Identified pupils across the school	£4,700	Handwriting -Specialist Teacher (0.1) Use of specialist input re materials and writing tools
Spelling	To improve spelling of sight words and recognition and use of word patterns and rules	Identified pupils across the school	£8,128	Spelling - 1 Teaching Assistant (0.5)



Maths	To target pupils who achieved just below EOYE in Year 2 in Maths for consolidation of place value and confidence with number operations and application of number	Identified pupils across the school in Year 3	£8,128	Level 3 Maths enhancement - 1 Teaching Assistant (0.5)
English	Target PP pupils who reached EOYE at the end of Year 1 and Year 5 to deepen and extend their understanding of key reading objectives in order ensure outstanding progress this year	Year 2 and 6 pupils	£7,232	Reading enhancement - 1 Unqualified Teacher (0.3)
Maths	Target PP pupils who reached EOYE at the end of Year 5 to deepen and extend their understanding of key mathematical objectives in order ensure outstanding progress this year	Year 6	£8,128	Securing Exceeding EOYE Maths for PP pupils - 1 Teaching Assistant (0.5)
Educational Visits	Access to educational trips	All FSM pupils 124 @ £30	£3,720	All educational trips with a voluntary contribution are automatically paid using this funding
Wraparound and Breakfast Club	Support for children (and families) experiencing particular difficulties	Those it is relevant for	£1,000	Funding for free Breakfast/ After school Care, provision of free school uniform items and lunchboxes
TOTAL			£266,640	

PP Pupil Premium
 APS Average Point Score
 GPS Grammar Punctuation and Spelling
 AE At expected
 EE Exceeding expected

HT Head Teacher
 SLA Service Level Agreement
 SEN Special Educational Needs
 FFT Family Fischer Trust

EOYE End of Year Expectation
 FSM Free School Meals