

Sidemoor First School and Nursery Use of the Pupil Premium in Academic Year 2013/14

The Pupil Premium (PP) is money that the school receives in addition to our main school funding to help raise the attainment of our most disadvantaged pupils. It was introduced in April 2011 as the Government believes that the PP is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. It is calculated using the data submitted by the school for those pupils registered as eligible for FSM from Reception to Year 11. The money enables us to continue our work supporting these children and their families in order that they make the best possible progress in school. It is our role to ensure that funding to tackle disadvantage reaches the pupils who need it most. It is for all schools to decide how the PP is spent. We are best placed to assess what additional provision should be made for the individual pupils within our responsibility, so we are free to spend the PP as we see fit. This funding can be used creatively for numerous supporting projects, interventions, resources, practical necessities and wider opportunities for pupils. Decisions on spending are based on research and good practice. However, we will be held accountable by the government – through their ‘Office for standards in education’ (Ofsted) - for how we have used the additional funding to support pupils from low-income families and so this is monitored by Governors. Our ethos at Sidemoor First School is one where we aim to educate the ‘whole child’. This means that our children are safe, happy and ready to learn when they are in school. There are times when some children and families need additional support and access to wider services to enable this to happen.

All staff members, led by the Headteacher and Special Educational Needs Co-ordinator, forge positive relationships with families. This enables us to identify the needs of each individual child so that the appropriate support can be put into place as and when it is required or requested. Last year the pupil premium funding contributed towards the employment of additional teaching assistants, which has kept the ratio of adults to children high. This ensures that we are best able to provide targeted support for children with additional needs. The impact of this is that children with additional needs have the individual and small group support which allows them to access the curriculum and almost all make at least good progress and all make expected progress. In addition, the funding enables senior members of staff (in particular the Special Educational Needs Co-ordinator) to spend time working alongside individual children, their families and the experts that support them.

Pupil Premium allocation, use and impact on attainment

Number of pupils and pupil premium grant (PPG) received 2013/14	
Total number of pupils on roll	295
Total number of pupils eligible for PPG	69
Total number of pupils eligible for PPG who meet a criterion/criteria e.g LAC	1 x forces 1 x LAC
Amount of PPG received per pupil in Financial Year 2013-14	£900 per child £1900 LAC £250 Forces
Amount of PPG received per pupil in Financial Year 2014-15	£1300 per child £1900 LAC £250 Forces
Total amount of PPG received	£77,700

Total Pupil Premium Grant (PPG): £69,300 (For financial year 2013/14)

1st September – 31st March - £46,200

Total Pupil Premium Grant (PPG): £94,500 (For financial year 2014/15)

1st April – 31st July - £31,500

Total PPG for Academic Year 2013/14 - £77700

Nature of support provided at Sidemoor First School

The Pupil Premium Co-ordinator continues to closely track the progress of all children eligible for Pupil Premium Grant (PPG). Through this tracking, interventions can be offered for those children who require support to make good progress. Termly discussions at Pupil Progress meetings ensure that information is shared with the Head Teacher and Pupil Premium Co-ordinator.

Parents continue to be offered support with school trips (50% of cost), after school clubs (one free club per year) and school uniform (up to £30 worth of uniform from the school shop). During these meetings the Pupil Premium Co-ordinator has also been able to answer queries about academic progress, intervention groups and SEN issues.

Several interventions or parts of interventions have been funded by PPG. Reading Rockets is a reading intervention for Key Stage 1 children. This involves a daily one-to-one 30 minute lesson for the ten poorest readers in the Key Stage. They will receive this intervention for half of the year (approximately 18 weeks). The programme has had a significant impact on skills for these children. Rapid Phonics was also introduced last year throughout the school to support phonics skills for reading and spelling.

Last year the role of the teaching assistant responsible for nurture and behaviour was developed. A large proportion of the children she worked with attracted the PPG. In the Summer term the decision was made to introduce a nurture facility to try to provide a different approach to managing the needs of these children. Staffing and resources for this project have been funded using the PPG. The room in which it occurs has been adapted and resourced to provide a comfortable setting where children feel relaxed and valued. The aim is to develop children's use of this room as a place they feel they can go to when they feel angry or upset. Social Skills and Self Esteem groups have also been provided using this PP funding and these will continue to be provided in this room.

Staff Meeting time has been used to raise the profile of these groups of children. Teachers and Teaching assistants are very aware of these groups in their classes and deploy class teaching assistants in different ways to ensure that support and intervention is effective. For example, this may be in the form of extra one-to-one reading or regular opportunities to talk to an adult about written work in order to discuss successes and next steps. Different year groups have employed different strategies to ensure that even children making good progress who attract the PPG are supported and given opportunity to develop a relationship with their class teaching assistant so that any small issues arising can quickly be addressed.

What is the impact of this support?

Data for children attracting the PPG is outlined below. In Reception, there were ten children attracting PPG. Of these, 60% achieved the expected Good Level of Development (at least two points in each of the prime areas and in Literacy and Mathematics). This compared to 63% across the year group. (Last year the PP group were 19% lower than their peers.) The national average for all groups is 60% and the Local Authority is 58% so attainment of this group of children is well in line with this data.

In Year 1, there were 16 children in the group. In maths and writing their progress was in line with their peers and in reading their progress was greater. In Year 2 (10 children), and Year 3 (14 children) progress was roughly in line across all areas. In Year 4 (20 children) progress was also

slightly lower in Reading and Maths and lower across the key stage although this group contained a group of children with significant needs. Extra TA support was put into one year 4 class in particular to provide intervention for some of these children. Average point score continues to be lower in all areas in all year groups.

Pupil Premium Data for academic year 2013-14

Year 1 (15 children for whom data can be matched)

	% below National Expectation at beginning of Year 1(below 1C)	% Achieving National Expectation (1A+)	% Exceeding National Expectation	% making expected progress (4 or more points)	% making better than expected progress (6 or more points)
Reading	8/15 53%	10/15 67%	2/15 13%	12/15 80%	7/15 47%
Writing	13/15 87%	9/15 60%	1/15 7%	13/15 87%	13/15 87%
Maths	9/15 60%	10/15 67%	2/15 13%	14/15 93%	7/15 47%

Reading

Average Points Score

Year Group 11.8
PP 10.8

Average Points Progress

Year Group 5.0
PP 5.5

Writing

Average Points Score

Year Group 10.9
PP 10.2

Average Points Progress

Year Group 6.6
PP 6.6

Maths

Average Points Score

Year Group 11.1
PP 10.3

Average Points Progress

Year Group 5.5
PP 5.4

Year 2 (9 children for whom data can be matched)

	% below National Expectation at beginning of Year 2 (below 1A)	% Achieving National Expectation (2B+)	% Exceeding National Expectation	% making expected progress (4 or more points)	% making better than expected progress (6 or more points)
Reading	0/9 0%	6/9 67%	4/9 44%	6/9 67%	2/9 22%
Writing	3/9 33%	6/9 67%	3/9 33%	6/9 67%	2/9 22%
Maths	3/9 33%	7/9 78%	4/9 44%	9/9 100%	3/9 33%

Reading

Average Points Score

Year Group 16.3
PP 15.9

Average Points Progress

Year Group 4.0
PP 3.8

Writing

Average Points Score

Year Group 15.1
PP 15.0

Average Points Progress

Year Group 3.7
PP 3.8

Maths

Average Points Score

Year Group 15.9
PP 15.4

Average Points Progress

Year Group 4.6
PP 4.7

Year 3 (13 children for whom data can be matched)

	% below National Expectation at beginning of Year 3 (below 2B)	% Achieving National Expectation (3C+)	% Exceeding National Expectation	% making expected progress (4 or more points)	% making better than expected progress (6 or more points)
Reading	1/13	11/13	8/13	12/13	1/13
	8%	85%	62%	92%	8%
Writing	3/13	11/13	7/13	12/13	1/13
	23%	85%	54%	92%	8%
Maths	2/13	10/13	6/13	11/13	0/13
	15%	77%	46%	85%	0%

Reading

Average Points Score

Year Group 21.0

PP 20.4

Average Points Progress

Year Group 4.3

PP 4.0

Writing

Average Points Score

Year Group 19.7

PP 19.6

Average Points Progress

Year Group 3.9

PP 4.0

Maths

Average Points Score

Year Group 19.9

PP 19.3

Average Points Progress

Year Group 3.7

PP 3.7

Year 4 (19 children for whom data can be matched)

	% below National Expectation at beginning of Year 4 (below 3C)	% Achieving National Expectation (3B+)	% Exceeding National Expectation	% making expected progress (4 or more points)	% making better than expected progress (6 or more points)
Reading	5/19 26%	15/19 79%	10/19 53%	9/19 47%	1/19 5%
Writing	10/19 53%	13/19 68%	4/19 21%	10/19 53%	1/19 5%
Maths	7/19 37%	13/19 68%	9/19 47%	10/19 53%	0/19 0%

Reading

Average Points Score

Year Group 23.9

PP 22.5

Average Points Progress

Year Group 3.3

PP 3.0

Writing

Average Points Score

Year Group 22.5

PP 20.9

Average Points Progress

Year Group 3.0

PP 3.2

Maths

Average Points Score

Year Group 23.3

PP 21.8

Average Points Progress

Year Group 3.3

PP 2.9