

## **Pupil Premium Grant 2014-15**

### **Planned expenditure in 2014-15**

The school is allocated, by the government, a sum of money each year to address the current underlying inequalities between children eligible for free school meals and their less disadvantaged peers. In the current 2014/15 financial year this amount is £1300 for each pupil ever eligible for FSM, in the care of the Local Authority (LAC) or with a parent in the Armed Forces. At Grange View CE First School this sum comes to £27,300.

In January 2014, 19% of pupils were entitled to Pupil Premium funding. Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success and outcomes of the strategies they choose.

#### Principles :

- We strive to ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, these children still need support.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Providing small group work with experienced teaching assistant focused on overcoming gaps in learning, eg booster groups
- Intervention strategies eg Talk Boost RWI, precision teaching, Numericon, Clever Fingers, Social stories, 1-1 / 1-2 / 1-3 support
- Additional teaching and learning opportunities at after school eg book club, other after school provision
- Teaching assistant support to raise attainment in Y1/2 in phonics and reading – creating smaller ability based groups in RWI.
- All our work through the pupil premium will be aimed at accelerating expected progress.

The total amount we receive as grants in the current academic year in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) was £27,300. We have targeted the attainment of this group.

We have targeted the attainment of this group in the following ways and spent our funding as described in the table below. We have used the Sutton Trust/ EEF toolkit to inform our decisions about the evidence that supports each approach.

Amount	What we plan to do	EEF Toolkit summary	Why we plan to use the allocation in this way	The desired impact on our disadvantaged pupils
<b>Staffing</b>				
£13158	We fund teaching assistants who implement small group teaching interventions to close gaps in literacy using the focused programmes such as Read Write Inc.	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	The small group interventions have the impact we intend and close gaps in attainment for most of the identified pupils. Data supports this. <b>Overall APS progress in the 2014-15 cohort was good. Children in Year 2 had results slightly higher than average in writing and maths and in line with National averages in reading. The PP group of children made better progress than the Non PP cohort in Reading, Writing and Maths in Y2/3/4.</b>
£5500	In the early years additional staffing is directed towards providing small group early intervention.	Small group tuition+ 4 Months Moderate impact for moderate cost, based on limited evidence.	Intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	In early years small group interventions are used to develop skills in CLL and Maths to allow pupils to use across the EYFS curriculum <b>67% of our pupils reached a Good level of development against the LA average of 65%. Most children enter into school below expected age.</b>
<b>Training and support</b>				
£2000	The school purchased Play Ranger support from the Health and Wellbeing SLA.	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	In order to raise self-esteem and awareness of how to initiate positive, structured play, we have invested in training for Basic Junior Play Leaders and for staff in Promoting Positive Playtimes. We also have a TA presence in the play areas at lunchtimes to ensure that the Junior Play Leaders can initiate play unimpeded by challenging behaviour	Pupils learn to recognise how transferrable skills such as organisation, communication, collaboration, leadership, turn taking and encouraging others can be as appropriate in a classroom setting for self-regulation as in a play context. We hope to see the impact of the structured play demonstrated through improved interaction and concentration, willingness to attempt new challenges and to support others. <b>Since the work of the Play Rangers has been completed and specific training delivered for our Junior Playleaders there has been a significant improvement in behaviour during playtimes and lunchtimes. This is evident through the reduction of recorded behaviour</b>

				incidents in school logs and anecdotal evidence from staff who spend far less time dealing with behaviour issues following lunchtimes allowing lessons to begin more promptly. Observations of lunchtimes also validate this.
£560	Accessing teacher effectiveness programmes including the Outstanding Teacher Programme.		Teachers are supported to move their practice from 'Good' to 'Outstanding' by engaging with a wide range of strategies and skills.	The quality of teaching and learning impacts positively on progress by renewing participant's focus on challenge, engagement, assessment, differentiation, questioning and planning. <b>There has been improved consistency and quality of teaching across the school following this training. HT observations highlight good quality questioning as a strength of many lessons. Pupil progress across the school is good with little difference between PP and non PP groups.</b>
<b>Activities</b>				
£614	We subsidise the weekly swimming lessons and educational visits that enrich the curriculum to make these accessible to every child by ensuring that a proportionate but affordable contribution is requested from families with children eligible for the PPG.	Sports participation. + 2 Months. Moderate impact for moderate cost based on moderate evidence.	We want children to understand that we value and promote their physical as well as social and emotional wellbeing. Living close to the sea and a river, we place considerable value on ensuring that all children can swim by the time they leave school. We also acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention and that participation in sports does not always transfer to academic learning.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. 100% of pupils leave the school with the accomplishment of being able to swim 25m. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not be available to some of the pupils if school did not offer it as enrichment. <b>Nearly 100% of pupils leave the school with the accomplishment of being able to swim 25m. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not be available to some of the pupils if school did not offer it as enrichment</b>

£300	The annual Y4 residential /day visit to Kingswood/Ford castle is attended by every pupil in the year group. This is made possible by having funding available to offer subsidies to families in receipt of the PPG grant.	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost, based on limited evidence.	Although the centre is an opportunity for outdoor adventure learning, experience also shows that the visit is a valuable opportunity for children to develop social and emotional skills with regard to independence and autonomy, risk taking, teamwork, collaboration and self-evaluation.	Children's autonomy, self-awareness and sense of independence are developed, articulated and celebrated in school. Participation contributes to our commitment to ensuring that children are well prepared, both socially and emotionally to make the transition from first school to the middle school environment, and the academic challenges some will face. <b>All children in the current Y4 cohort (including those in receipt of PP) attended the residential visit.</b>
£1365	Breakfast club We subsidise breakfast club provision as we understand that pupils perform better when they have had a healthy breakfast before school.		In order to ensure a good start to the school day and that the pupils are in school on time ready to start work we provide this provision.	Participation would not available to some of the pupils if we did not offer this facility. <b>Attendance at Breakfast Club has ensured improved attendance and punctuality for a number of vulnerable children in receipt of PP.</b>
£1170	After school clubs We subsidise After school clubs that enrich the curriculum, to make these accessible to every child by ensuring that a proportionate but affordable contribution is requested from families with children eligible for the PPG.	Sports participation. + 2 Months. Moderate impact for moderate cost based on moderate evidence.	We want children to understand that we value and promote their physical as well as social and emotional wellbeing. We also acknowledge children develop transferrable skills. We acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention and that participation in sports does not always transfer to academic learning.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not available to some of the pupils if school did not offer it as enrichment. <b>The vast majority children in the school clubs are pupils in receipt of PP.</b>
£300	EDUCATIONAL VISITS We subsidise the educational visits that enrich the curriculum to make these accessible to every child by ensuring that a proportionate but affordable contribution is requested from	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence.	We acknowledge that being involved in extra-curricular activities may increase attendance and retention and that participation in sports does not always transfer to academic learning.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not available to some of the pupils if school did not offer it as enrichment.

	families with children eligible for the PPG.			
Resources				
£500	Access to online resources and the LA's e-learning platform has been subsidised.	Digital technology + 4 Months. Moderate impact for high cost, based on extensive evidence.	Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.	We expect that this technology will support pupils to work harder, for longer or more efficiently to improve their learning. <b>All children in school from Reception to Year 4 have access to a wealth of online resources and use these on a regular basis to support their learning at home..</b>
£1214	Library Service Level Agreement and relevant licencing. All children in school have regular access to a wide range of texts that they are welcome to borrow.		Reading for pleasure and to learn is a skill that we promote and value in all of our pupils. The SLA gives us access to high quality resources and can respond to the school's needs matching resources to the curriculum and themes we cover.	Reading resources will stimulate and inspire our pupils. The gap will close between PPG eligible pupils and their peers in reading and writing. <b>All pupils have access to a range of texts through our school library. Gaps between disadvantaged pupils and other pupils attaining level 2 in reading and writing decreased.</b>
£619	Numicon resources		Maths is a focus on our School Improvement plan . Through the use of this resource we would like to improve Maths across the school for all pupils	Practical maths resources will stimulate and inspire our pupils. The gap will close between PPG eligible pupils and their peers in maths <b>2015 school assessments show that in Y2 – Y4 pupils in PP group have made overall better APS progress in Reading , writing and mathematics than their non PP peers.</b>

In the 2014/15 academic year 69% of Y1's achieved the expected standard compared to 74% nationally. 57 %(4 out of 7) Y1 pupils at the school eligible for Free School Meals achieved the expected standard in the Phonics Screening Check compared to 66% nationally (2015). Summer phonics retest results 2 out of 3 (67%)pupils scored above expected standard

	Reading	Writing	Maths
<b>2015 School APS at end of KS1</b>	16.5	15.4	16.4
<b>2015 School Pupil Premium APS at end of KS1</b>	14.2	13.8	14.2
<b>2015 School Non Pupil Premium APS at end of KS1</b>	17.3	15.9	17.1
<b>2015 School APS Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils)</b>	-3.1	-2.1	-2.9
<b>2015 National APS Gap between PP and non PP Pupils (a + figure is in favour of non PP pupils)</b>	0.2	0.1	0.2

Children entitled to Pupil Premium made better than expected progress in Y2 in Reading (6.19APS), Writing (5.54APS) and Maths (6.01APS). This progress above their non-pupil premium peers.

In 2014/15our Pupil Premium allocation was spent according to our plan set out in our 'Pupil Premium Report 2014/15' available on the school Website.