

## Pupil Premium, 2014-15

### Introduction: **what is the pupil premium?**

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after by the local authority continuously for more than six months
- children where a parent serves in the armed forces

Children entitled to pupil premium are referred to here, and nationally, as disadvantaged pupils.

For our school, it is important to note that we invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support and challenge in school.

In the next few pages, you will find:

**Pupil Premium Strategy 2014-15 Overview:** this is a summary of how we will invest to make sure pupils have the best possible outcomes

**Pupil Premium Strategy 2014-15 Detail:** this provides more detail of how we will invest the funding with an evaluation of each initiative

**Pupil Premium Review:** this provides a final summary of outcomes.

Contact us if you'd like to know more about how we use pupil premium in school.

## Pupil Premium Strategy 2014-15: Overview

How will we allocate funding to make sure pupils have the best possible outcomes?

*This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed breakdown of our plans with rationale for investing this funding.*

Total number of pupils eligible for pupil premium : 8			£8,915
what	description and detail	proportion paid for	amount
<b>staffing</b>			
Dedicated weekly STA support for phonics	<i>Evidence shows that targeted, structured support can have a positive impact. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, STAs can be effective at improving attainment. (Education Endowment Foundation, February 2014) Phonics phase groups, additional 1-1 phonics support, Lexia</i>	all	£4,788
Dedicated time with a teacher	1-1 learning support with MT, to develop attitudes for learning and focussed number skills	all	£2,164
Small group work with a teacher	Focus on developing numeracy skills, across KS2, not all disadvantaged	Hourly rate/3	£5,873
Dedicated 1-1 with STA	Reading Intervention programme with RI trained STA, LH (1-1), not all disadvantaged	all	£3,192
Dedicated 1-1 with teacher	Behaviour intervention and support strategies	1hr/day	£7,035
<b>continuous professional development</b>			
<b>learning resources</b>			
lexia	<i>A learning app to develop reading and writing skills, 3yr contract with payments in instalments, PP money did not contribute to the contract this year</i>	none	
<b>other services</b>			
Carlisle School's Music Service	Peripatetic music tuition	all	£312
<b>tuition</b>			
None planned 2015/16			
<b>resources and activities to engage ad enrich</b>			
Educational visits	<i>Activities to enrich and stimulate learning</i>		£589
Purchase laptop	<i>Laptop for home/school use for pupil with chronic medical condition</i>		£250

## Pupil Premium Strategy 2014-15: Detail

How will we invest to make sure pupils have the best possible outcomes?

*This table outlines how we plan to spend the pupil premium money and why. We always want to do the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis, evidence for the evaluations includes termly analysis of attainment and progress in reading, writing and maths.*

specific nature of interest	rationale/aims	how we will measure impact	outcomes
<i>In 2014/15 we plan to invest pupil premium money in the following:</i>	<i>The aim of the intervention is:</i>	<i>We will measure the impact of the investment through:</i>	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
<b>Supporting individual pupils</b>			
Reading Intervention programme with RI trained STA, LH (1-1), not all disadvantaged	<i>Information from the EEF shows that those involved with small tuition on average make 4 months extra progress</i>	Attainment and progress Staff feedback on engagement and learning behaviours	2 yr6 pupils made more than 2 levels progress from end KS1. Yr2 pupil achieved nat av in reading by end KS1, RI programme for yr2 pupil ceased after autumn term due to serious medical condition.
Small group maths tuition in Yr6	Need to match the intervention accurately to the child's learning needs and that quality first teaching is evident in both small group work and the classroom.	Attainment and progress Staff feedback on engagement and confidence to use their understanding of rules of number to solve problems	Interventions were focussed in yrs5/6. Maths sessions 3x/wk with newly appointed teacher. Focus on number skills. Both pupils made 2levels progress in end KS2 SAT, one pupil achieved L4.
Small group phonics	Phonics groups matched to Phase outcomes. Sessions timetabled across KS1 to include all staff. Mixture of direct teaching, phonics games/activities, lead by teachers and STAs with 1-1 follow up sessions when needed	Attainment and progress Staff closely tracking children	Phase groupings are fluid and children move into a new Phase when ready. Yr2 retest outcomes show good progress is made in readiness for KS2

**At Ivegill CE Primary, as with other children, a small group of children experience some difficulties around social and emotional aspects of learning and this can act as a barrier to progress eg. behaviours which indicate increased emotional needs or a lack of self-confidence and self-esteem**

Dedicated time with a teacher	<i>EFF: social and emotional (SEL) programmes appear to benefit disadvantaged and/or low attaining pupils more than other pupils</i> To support identified children to develop self-esteem, reduce anxieties, to support transition with daily behavioural support	Willingness to engage with teacher & develop a trusting relationship. Reduced anxiety at home/school. Increased capacity to engage with classroom activities.	Settled into school, allowed teacher to modify behaviours, anxiety & mental significant barrier to learning. GLD not achieved.
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**Supporting learning in other subjects**

Take the children to the theatre to support reading and drama in school	To develop a love of reading, drama and music; qualitative information indicates a positive impact on reading & performance arts	Pupil feedback	Positive feedback from children, parents and carers. Children motivated to engage fully in music and drama sessions.
Peripatetic music lessons	To ensure children have access to peripatetic music tuition. To develop listening and co-ordination skills.	Enjoyment and engagement. Greater capacity to listen, development of fine motor skills.	Engaged with lessons, little support from home to practice instrument so lessons ended after the first year. However joined school choir and remained a member.
Purchase of a laptop	Laptop purchased so child had access to learning materials at home. Helped transition to secondary school.	Access to learning when absent due to chronic medical condition.	Progress and attainment were above national for reading & writing end KS2.

## **Pupil Premium Strategy 2014-15: Conclusion**

What are the outcomes for disadvantaged pupils?

*Schools are provided with various analyses of pupil performance. Below is an overview of the data.*

Please be aware Ivegill CE Primary is a small school and the proportions of disadvantaged pupils are therefore very small. As a result, we caution you into reading too much into the results of small groups as they may only be one or two pupils and are not 'statistically significant.' Looking at average results over three years gives a better overview of performance.

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

Headline statements about how our disadvantaged pupils performed

Ofsted's Inspection Dashboard is designed to show how well previous cohorts demonstrated characteristics of good or better performance. Amongst other strengths relating to outcomes as a whole, Ofsted Inspection Dashboard (Ofsted 2015) reports these strengths:

- From at least 5 out of every 6 starting points, the proportions of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading and writing.
- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those with special educational needs.

### **Early Years**

In 2014/15 there was one pupil entitled to pupil premium funding. This pupil attained a good level of development in all areas except writing outcomes.

### **Key Stage 1 Phonics**

There were no children in receipt of pupil premium funding in Yr1

## Key Stage 1 Reading, Writing and Maths

Due to the cohort size and significant health issues this data is held in school. Contact the school office for further information.

## Key Stage 2 Reading, Writing and Maths

### Key Stage 2: proportions reaching Level 4+

This table shows the percentage of children attaining Level 4 or more at the end of KS2.

There were two disadvantaged children, so it is not especially helpful to draw conclusions on such a small group. Outcomes for the Year 6 group as a whole were above national in all areas. The disadvantaged children were above national for reading and writing. One disadvantaged pupil achieved Level 4 in maths.

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc	Na	Sig	Cohort Number	Sc	Na	Sig	Cohort Number	Sc	Na	Sig	Cohort Number	Sc	Na	Sig	Cohort Number	Sc	Na	Sig
<b>All Pupils</b>	15	80	80	-	15	80	87	-	15	94	89	-	15	94	87	-	15	81	80	-
<b>Gender</b>																				
Male	8	88	77	-	8	88	87	-	8	100	87	-	8	100	83	-	8	75	76	-
Female	8	88	85	-	8	88	87	-	8	88	91	-	8	88	91	-	8	88	84	-
<b>Free School Meals*</b>																				
FSM	2	50	70	-	2	50	80	-	2	100	83	-	2	100	70	-	2	0	71	-
Non-FSM	14	83	84	-	14	83	90	-	14	83	92	-	14	83	90	-	14	83	84	-
<b>Children Looked After</b>																				
CLA	0	0	0	-	0	0	0	-	0	0	71	-	0	0	83	-	0	0	56	-
Not CLA	15	80	80	-	15	80	87	-	15	94	89	-	15	94	87	-	15	81	80	-
<b>Disadvantaged pupils</b>																				
Disadvantaged pupils	2	50	70	-	2	50	80	-	2	100	83	-	2	100	70	-	2	0	71	-
Other pupils	14	83	85	-	14	83	90	-	14	83	92	-	14	83	90	-	14	83	84	-

## Key Stage 2: proportions reaching Level 5+

This table shows the percentage of children who attained Level 5+.

One disadvantaged child attained Level 5 in reading. The proportions

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %
<b>All Pupils</b>	16	31	24	-	18	31	41	-	16	75	48	Sig+	18	50	36	-	16	63	55	-
<b>Gender</b>																				
Male	8	25	22	-	8	23	45	-	8	75	44	-	8	38	28	-	8	50	50	-
Female	8	38	26	-	8	38	37	-	8	75	53	-	8	63	44	-	8	75	61	-
<b>Free School Meals*</b>																				
FSM	2	0	13	-	2	0	28	-	2	50	34	-	2	0	22	-	2	0	43	-
Non FSM	14	36	26	-	14	36	47	-	14	79	55	-	14	57	42	-	14	71	61	-
<b>Children Looked After</b>																				
CLA	0	0	6	-	0	0	17	-	0	0	26	-	0	0	13	-	0	0	29	-
Not CLA	16	31	24	-	18	31	42	-	16	75	48	Sig+	18	50	36	-	16	63	56	-
<b>Disadvantaged pupils</b>																				
Disadvantaged pupils	2	0	13	-	2	0	28	-	2	50	34	-	2	0	22	-	2	0	43	-
Other pupils	14	36	26	-	14	36	49	-	14	79	55	-	14	57	42	-	14	71	61	-
<b>Prior Attainment</b>																				
Low	4	0	0	-	4	0	6	-	4	25	9	-	4	0	1	-	4	0	9	-
Medium	8	38	13	-	8	38	36	-	8	88	44	-	8	50	27	-	8	75	54	-
High	4	50	67	-	4	50	82	-	4	100	89	-	4	100	83	-	4	100	94	-

## Key Stage 2: proportions making expected progress

Expected progress is defined by the Department for Education as two levels progress from the end of KS1 (Year 2) to the end of KS2 (Yr 6)

Expected Progress is defined as making 2 levels of progress from Key Stage 1 to Key Stage 2. Statistical significance tests have been performed on the data.

	Mathematics				Reading				Writing (TA)			
	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig	Cohort Number	School %	National %	Sig
<b>All Pupils</b>	16	100	90	-	16	94	91	-	16	100	94	-
<b>Gender</b>												
Male	8	100	90	-	8	100	90	-	8	100	93	-
Female	8	100	90	-	8	88	92	-	8	100	95	-
<b>Free School Meals*</b>												
FSM	2	100	86	-	2	100	88	-	2	100	92	-
Non FSM	14	100	91	-	14	93	92	-	14	100	95	-
<b>Children Looked After</b>												
CLA	-	-	78	-	-	-	82	-	-	-	84	-
Not CLA	16	100	90	-	16	94	91	-	16	100	94	-
<b>Disadvantaged pupils</b>												
Disadvantaged pupils	2	100	86	-	2	100	88	-	2	100	92	-
Other pupils	14	100	91	-	14	93	92	-	14	100	95	-
<b>Prior Attainment</b>												
Low	4	100	76	-	4	75	88	-	4	100	87	-
Medium	8	100	92	-	8	100	95	-	8	100	96	-
High	4	100	93	-	4	100	92	-	4	100	96	-

This table shows that all children at Ivegill CE School make expected progress in reading, writing and maths based on test outcomes (reading and maths) and teacher assessment (writing).

Since pupil premium began in 2012, all children who joined school before Yr5/6 made at least two levels progress in KS2.

### Three Year Trend: KS1 to KS2 progress

	Number of pupils in latest year	Value Added						Value Added by Subject 2015					
		2013		2014		2015		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
<b>All Pupils</b>	16	99.6	100.0	100.8	100.0	100.6	100.0	99.7	100.0	101.3	100.0	101.3	100.0
<b>Gender</b>													
Boys	8	99.2	100.0	103.0	100.1	101.4	100.1	99.9	100.5	103.9	99.9	102.1	99.7
Girls	8	99.5	99.8	100.3	99.8	100.0	99.8	99.3	99.5	99.8	100.0	101.4	100.3
<b>Free School Meals*</b>													
FSM	2	98.2	99.8	-	99.7	101.9	99.8	99.3	99.8	105.4	99.7	103.7	99.8
Non FSM	14	99.6	100.0	101.2	100.1	100.5	100.1	99.7	100.1	101.4	100.0	101.5	100.0
<b>Children Looked After</b>													
CLA	-	-	99.8	-	99.8	-	99.7	-	99.6	-	100.0	-	99.7
Not CLA	16	99.4	99.9	101.2	100.0	100.7	100.0	99.6	100.0	101.9	99.9	101.7	100.0
<b>Disadvantaged pupils</b>													
Disadvantaged pupils	2	98.2	99.8	-	99.7	101.9	99.8	99.3	99.7	105.4	99.7	103.7	99.8
Other pupils	14	99.6	100.0	101.2	100.1	100.5	100.1	99.7	100.1	101.4	100.0	101.5	100.0
<b>Prior Attainment</b>													
Low	4	98.2	100.2	102.6	100.2	100.6	100.2	99.1	100.2	102.1	100.1	102.1	100.2
Middle	8	99.6	100.0	101.2	100.0	101.3	100.0	100.9	100.0	102.3	100.0	101.2	99.9
High	4	100.1	99.8	99.9	99.8	99.6	99.8	97.7	99.8	100.7	99.8	102.5	99.9
<b>Non-mobile pupils</b>													
Pupils on roll throughout years 5 and 6	15	99.9	100.0	101.4	100.0	100.7	100.0	99.6	100.0	101.8	100.0	101.9	100.0
<b>English as a First Language</b>													
First Language - English	16	99.4	99.8	101.2	99.8	100.7	99.8	99.6	99.8	101.9	99.9	101.7	99.8
First Language - Other	-	-	100.8	-	100.8	-	100.7	-	101.0	-	100.1	-	100.6
Unclassified	-	-	99.2	-	99.1	-	99.2	-	99.1	-	99.4	-	99.3
<b>Special Educational Needs</b>													
No SEN	11	99.8	100.1	101.3	100.1	100.6	100.1	99.6	100.1	101.5	100.1	101.6	100.1
SEN support	5	98.2	99.4	101.1	99.4	100.9	99.3	99.6	99.4	102.6	99.3	101.9	99.3
SEN with statement or EHC plan	-	-	98.2	97.9	-	97.9	-	97.9	-	98.0	-	97.8	97.6
<b>Ethnicity Group</b>													
White													
British	15	99.4	99.7	101.2	99.8	100.7	99.8	99.6	99.7	101.8	99.9	101.9	99.8
Irish	-	-	100.5	-	100.4	-	100.4	-	100.4	-	100.6	-	100.3

This table uses a standardised score of 100 given to pupils nationally to evaluate progress. The national figure for progress in each year is 100. Scores above 100 indicate greater progress than national, scores lower than 100 indicate less progress than national. Areas highlighted in green show outcomes significantly above national outcomes.

Value Added						
Overall	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged pupils	1	98.2	-	-	2	101.9
Other pupils	8	99.6	9	101.2	14	100.5
<b>Mathematics</b>						
Disadvantaged pupils	1	103.6	-	-	2	99.3
Other pupils	8	99.6	9	98.5	14	99.7
<b>Reading</b>						
Disadvantaged pupils	1	92.8	-	-	2	105.4
Other pupils	8	99.3	9	101.0	14	101.4
<b>Writing (TA)</b>						
Disadvantaged pupils	1	92.7	-	-	2	103.7
Other pupils	8	99.7	9	103.9	14	101.5