

Pupil Premium Spend 2015/2016

Background

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings. Also to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces, with an emphasis on raising attainment.

From 2012-2013 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

New measures are now included in the annual performance tables that capture the achievement of those disadvantaged pupils covered by the Pupil Premium. From September 2012, schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

2015-16 Pupil Premium Funding:

Funding received: £90,000 based on children eligible for Free School Meals plus 6yr ever.

In 2015-16 the level of the premium is £1300 per pupil known to be eligible for FSM and £1900 for those in care.

Rationale for how the pupil premium has been spent:

Careful thought and consideration is given to how the pupil premium money is to be spent. The main focus was to make sure that disadvantaged children have all the help they need in order to grasp the basics of reading, writing and mathematics and to achieve the highest levels they are capable of. In addition to this leaders of the school were determined to provide as many experiences and opportunities for pupils as possible. It was important to ensure that all staff knew which pupils were eligible for pupil premium so that they could take responsibility for accelerating their progress and work to break down the main barriers that these children experience in accessing the full curriculum. Drawing on research evidence and by using the Sutton Trust toolkit to inform our thinking we decided to allocate the funding in the following areas:

Development of staff – effective teaching and learning:

All staff recognise and acknowledge that the majority of pupils' progress comes from high quality wave one teaching on a day-to-day basis. There is also an understanding of the importance of teaching meeting the needs of each individual learner rather than relying on interventions. Staff training therefore focuses on this accordingly and aligned to the school action plan. The Assistant Head will plan and deliver quality training around concepts such as developing effective feedback, implementing active learning strategies, using specific and concise learning intentions and producing effective and efficient lesson plans. Drop-in sessions are also planned with the focus on the development of assessment for learning techniques. In addition to this, information taken from the Sutton Trust toolkit led school leaders to focus further on developing the use of feedback, and in particular verbal feedback throughout the school. The impact of this being that pupils are given clear useful written feedback about their work and ways to improve it and during lessons verbal feedback is used to move learning on. The impact of the training received by staff in previous years is clearly evident in the improving teaching profile and in the progress being made by pupils throughout the school.

Effective use of tracking data

Data tracking is used rigorously across the whole school and identifies all underachieving pupils. Subsequent interventions are planned based on under performance and other contributing factors such as attendance, behaviour and out of school difficulties and issues. Achievement data is then used frequently to evaluate the effectiveness of the interventions. The impact of this is that pupils are accurately identified as those who require support and this support is timely and appropriate.

Effective Interventions – training and using teaching assistants:

Training in the delivery of intervention programmes has been provided for teaching assistants. It is vitally important that all support staff are highly trained and that they fully understand their role in helping pupils to achieve. Over recent years training has been delivered in the use of Read, Write, Inc, Numicon, Project X code, Precision Teaching, Accelerated/write and the Better Reading Partnership (BRP). All of these interventions are used to ensure that strategically targeted pupils receive support in order for them to make progress. Specialist teaching assistants from the Early Intervention Service have also been used in this area. Throughout this year we are investing further in the training of teaching assistants to cover areas such as speech and language and the identification of and support for pupils who have dyslexia.

Meeting individual need:

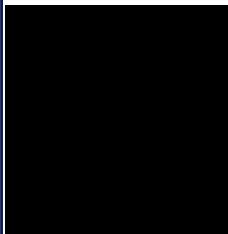
Tailored individual and small group support will be provided across the curriculum in order to meet individual need and to address emotional barriers which may be causing difficulties. Counselling for pupils has been provided where the need arose and support for vulnerable children and their families provided through engagement in the CAF process and through working in partnership with Children’s services. Access to school uniform free of charge will also be offered with many parents taking advantage of this in previous years. Nurture support is given to those children identified as requiring this type of intervention during which a range of social skills are developed and children are provided with an environment in which they can discuss on a one-to-one basis their fears and concerns. Some interventions are also delivered on a one-to-one basis for pupils who may be finding areas of the curriculum difficult and provision for more able pupils will be provided in the form of after school tuition. A homework club is available for all children. This is particularly beneficial to those who lack support at home or to those where the home environment is not conducive to effective learning. The impact on pupils’ emotional stability and well-being is difficult to measure. However, their attendance data and academic progress provide some evidence of impact. In addition pupil questionnaires will once again be used to measure some of the impact of these strategies.

Full range of educational experiences:

Leaders of the school made a conscious decision to ensure that all pupils are offered a wide range of experiences and opportunities throughout the school year. This forms part of the school’s curriculum and our ‘101 experiences’ offer. It also forms a crucial part of the Wide Horizons and Proud Traditions agenda which form a fundamental part of the school’s and the Griffin Trusts vision. Funding is used to ensure that all pupils have full access to broad educational experiences. These include residential courses, school trips and visits, access to visitors to school who enhance the curriculum, access to music tuition, access to after school clubs and involvement in sports events. Whole school trips were a new development for the previous academic year and they have proven to be extremely successful. This will continue for the academic year 2015/16.

Providing support to improve attendance:

All staff members are fully aware of the link between attendance and achievement, therefore attendance levels for all pupils are monitored frequently. The school makes use of professional services to provide targeted support to improve attendance and punctuality and to establish and develop links with families where poor attendance and punctuality are barriers to learning.

	<i>Product Details</i>	<i>Support Area</i>	<i>Cost</i>
			
Sycamore	Counselling	Social/Emotional	£1000.00
Kingswood	Kingswood Trip – Year 4	Social/Emotional	£1500.00
CMS	Individual music tuition	Teaching & Learning	£500.00

CMS	Specialist Teaching –Y4 Violins	Teaching & Learning	£5300.00
WCC	EIS – Specialist Teacher Visits	Teaching & Learning	£5396.00
WCC	Attendance Improvement Service	Teaching & Learning	£2184.00
Internal	School Activities – After school clubs	Social/Emotional	£2000.00
M&M Productions	Pantomime	Social/Emotional	£500.00
Internal	Intervention Groups – TA hours	Teaching & Learning	£5250.75
Internal	Additional Teaching hours – Year 6 (SATs booster)	Teaching & Learning	£5000.00
M&M Productions	Theatre group	Social/Emotional	£714.00
Game On	Breakfast Club	Social/Emotional	£6270.00
Game On	Lunchtime/After school care club	Social/Emotional	£2400.00
Internal	SENCO release time	Teaching & Learning	£3020.00
Warwickshire County Council	CAF Training/Meetings	Social/Emotional	£1000.00
Internal	Staff Training – pedagogy (Chris Quigley)	Teaching & Learning	£3000.00
Internal	Uniform	Social/Emotional	£500.00
Rugby World Cup Trip	Curriculum Event – Y6 trip	Teaching & Learning	£500.00
Young Shakespeare	Curriculum Event – Y6 trip	Teaching & Learning	£600.00
Portals from the past	Curriculum Events – Y3 Stone Age/Romans	Teaching & Learning	£500.00
Internal	Staff release time – attendance at CP meetings/Core Groups	Social/Emotional	£1000.00
Castleton Tourist Board	Curriculum Event – Y3 trip	Teaching & Learning	£300.00
Curriculum	Resources	Teaching & Learning	£1000.00
Cadbury's World	Curriculum event – Y6 trip	Teaching & Learning	£500.00
Internal	Homework Club	Teaching & Learning	£2100
St John's Museum	Curriculum event – Y6 Victorians	Teaching & Learning	£200.00
Internal	Assistant Head release time – to promote pupil voice/parental involvement	Teaching & Learning	£2000.00
Ricoh Arena	Curriculum event – Y5 Big Bang	Teaching & Learning	£300.00
Internal	Staff training - general	Teaching & Learning	£1000.00
Griffin Schools Trust	Griffin Arts Festival	Teaching & Learning	£4000.00
Internal	Staff training – Bedworth Consortium	Teaching & Learning	£1000.00
Lyceum Theatre	Lion King Trip	Social/Emotional	£5000.00
Warwick Castle	Trip	Teaching & Learning	£5000.00
Warwickshire County Council	Catering – Free school meals	Social/Emotional	£16,380.00

Amount allocated = £90,000

Projected amount spent = £88,084.75

Percentage spend = 97.8%

Social/Emotional spend = £39,434.00 (44.7%) Teaching & Learning spend = £48,650.75 (55.3%)

Impact:

Expected Standard +	2014 In school gap (level 4+)	2015 In school gap (level 4+)	2016 In school gap (exp standard)	School/National gap 2015	School/LEA gap 2016 (National data not available)
Maths	-17%	-11%	-27%	+4%	-29%
Reading	-12%	0%	-19%	+1%	-35%
Writing	-17%	-14%	-10%	+5%	-4%
English Grammar, Punc & Spelling	-32%	-17%	-28%	+3%	-27%
Maths, Reading & Writing	-40%	+3%	-25%	+14%	-33%

The 'National Gap' data is the gap between the performance of 'disadvantaged' pupils in our school (2015) versus 'other' non-disadvantaged pupils nationally.

Greater Depth	2014 In school gap (level 5)	2015 In school gap (level 5)	2016 In school gap (great dep)	School/National gap 2015 PP	School/LEA gap 2016 (National data not available)
Maths	-38%	-38%	-6%	-17%	-17%
Reading	-48%	-23%	-4%	-13%	-22%
Writing	-57%	-38%	+1%	-6%	-16%
English Grammar, Punc & Spelling	-34%	-25%	+1%	+4%	-20%
Maths, Reading & Writing	-41%	-23%	+1%	-8%	-5%