

Pupil Premium Funding Report & Impact

2014 - 2015



What is Pupil Premium funding?

Overview

The Pupil Premium was introduced by the government in April 2011 and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Reception to Year 11. For Looked After Children the Pupil Premium was calculated using Children Looked After data. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. All schools are required to ensure that identified funding is carefully targeted to improve the life chances of designated pupils or groups of pupils.

Objectives for Pupil Premium at Arundel Court Primary School

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives. *The chart on the next page gives you a clear over view of most of the work we doing to help close the achievement gap.*



Department
for Education



English

ECAR teacher x 2
FFT Wave 3 additional TA support
TLR 3 T4W project leader
Talk for writing project
Pupil Conferencing
Tuition & Easter & Summer school
Subsidised Author visits,
Edn'l & residential visits heavily subsidised 50%
English courses (Level 1 & 2) for parents
GCSE English qualifications for support staff
Phonics bug club - after school booster group
0.5 Tuition Teacher (Y4 & Y5)
After school booster groups in SPAG, writing and reading -
run by TA

Attendance

Attendance Officer
Breakfast Club
Family Link Worker

Behaviour Support

Additional TA in each year group
- SALT, FFT & intervention
Increased TA hours (BRP)
Increase LM support
Behaviour support worker (BRP
& Boys underachievement)

Maths

Number Counts Teacher in KS 1
Develop lead TA for Maths
Tuition (Easter & Summer school)
GCSE Maths qualifications for
support staff (upper KS 2)

Healthy Life style

Fresh fruit for all
PE specialist teacher
Mini-buses x 3
Free after school clubs
Inclusion support worker
(children & family support -
medical issues)

**Pupil
Premium**

£406,000

2014/15

Overview of the school	2011/12	2012/13	2013/14	2014/15
Total number of pupils on roll	289 (79 Nursery)	292 (80 Nursery)	572 NOR (78 Nursery end of the year)	549 NOR (50 nursery pupils – autumn term)
	225 (junior)	254 (junior)		
Total number of FSM (FSM) pupils	128 @ £488	133 @ £623	250 pupils @ £900 per pupil	338 pupils @ £1200 per pupil
	132 @ £488 (junior)	169 @ £623 (junior)		
Amount of funding received per FSM & over the last 6 years ('ever 6')	£62,464	£82,859	£225,000	£406,000
	£64,416 (junior)	£105,287 (junior)		
Total amount of funding (infant and junior) received	£126,880	£188,146	£270,900	£406,000

Prior to September 2013, Arundel Court Primary School and Nursery was known as Arundel Court Schools (Federated).



Action/project	Cost (approx.)	Aim	Impact <i>What Ofsted said June 2015</i> “The pupil premium is used extremely well to ensure disadvantaged pupils make similar good progress to their peers.” “The school is successfully closing the gap in attainment between disadvantaged pupils and the others.”
Talk for Writing- whole school Project	£17,490	<i>Experienced teacher given a TLR 3 to further support the English manager to lead the project in KS 2. The aim is to embed the T4W principles across the school and improve writing outcomes for all children.</i>	All year groups have been trained in T4W and are using the principles to support writing.
Purchase iPads for all teaching staff	£7,235	<i>To help staff become more familiar with the new National curriculum requirements. To improve their subject knowledge and confidence levels in teaching new topics and expectations for each year group. To use I pads effectively and efficiently when levelling and assessing pupils work e.g gathering more learning evidence through photos, videos etc. And importing them straight onto the school pupil tracker system.</i>	All members of the teaching staff and cover supervisors now have an iPad. They are particularly used effectively to gather photographic evidence as well as using them as a teaching aid via the air server.
Staff training on life without levels	£500	<i>All teachers to receive staff training to meet the needs and requirements of the new national curriculum and assessment principles. School pupil tracker system; maths INSET and staff release time in year groups to standardise and moderate judgements in reading, writing and maths – initially 1 day per ½ term.</i>	A tracking document is in place to track both children’s progress and attainment against the new curriculum. Click here for matrix example Click here for windscreen example

<p>Small group & 1 to 1 after school tuition</p> <p>Year 2, 5 & 6 & LAC children</p>	<p>£26,000</p>	<p><i>This is where an individual or a pair of children is given intensive support for short, regular sessions (usually 1 hour a week for a ten week programme).</i></p> <p><i>The tuition programme has been running for many years now and is for years 2, 5 & 6 it is specifically geared around SATS preparation.</i></p>	<p>Tuition was offered during the year to 49 children.</p> <p>42 out of 49 achieved the expected attainment = 88% success rate.</p> <p>Click here for breakdown.</p>
<p>After school phonics club</p>	<p>£1,800</p>	<p><i>After school phonics bug club for identified year 1 and 2 pupils. We aim for more year 1 children to achieve the national average in the phonics screening test and for all year 2 pupils to achieve the test at the end of year 2.</i></p>	<ul style="list-style-type: none"> • There was a 9% improvement from last year. 58% to 67%. • This is still however 10% below the National Average but the gap is closing.
<p>One 0.5 Number Counts Teacher</p>	<p>£17,261</p>	<p><i>One teacher, who is also our specialist reading recovery teacher is employed to work with pupils on a one to one basis. This very intensive programme is targeted at pupils who are working below age expectation in Maths. Identified children receive 30 minutes teaching per day for a period of up to 15 weeks.</i></p>	<p>Numbers count</p> <ul style="list-style-type: none"> • Planning and team teaching with year 6 teacher resulted in 84% of BA maths group achieving Level 4 in end of key stage SATs. <p>ECAR</p> <ul style="list-style-type: none"> • 7 Year 2 children all reading at level 2B and writing at level 2C • 8 Year 1 children on track to achieve expected ARE
<p>Additional Year 4/5 teacher</p>	<p>£35,000</p>	<p><i>Teacher will work with the year 5 team and tutor targeted small groups or individuals in English and maths.</i></p>	<p>Reading: At the end of the year, 7 out of the 13 children finished with expected progress (with one achieving above expected).</p> <p>Writing: 2 of the children finished the year at expected progress. Those that are still below made significant progress with the key objectives for Year 5 and 6 writing. These children were able to work within the year 5 curriculum by the Summer Term.</p> <p>Maths: All children were working within the Year 5 curriculum by the Summer Term. Half of them are now in the top two maths sets at the beginning of Year 6.</p>

			Due to changes in assessment procedures last year it was difficult to gauge progress in terms of levels. However, during lesson observations by both SLT and Ofsted, it was noted that the children were engaged, confident learners who were working well within an age appropriate curriculum.
Easter and Summer schools Year 6 targeted children	£8,000	<i>This where identified pupils in year 6 who are working just below age expectation or not on track to achieve 2 whole levels of progress in either Maths or English will come into school for 1.5 hours tuition. This may be in pairs or individual programmes planned and delivered by teachers. This is usually for one week. 100% attendance from the children results in a £10 gift voucher.</i>	<ul style="list-style-type: none"> As in normal tuition, 90% + of children achieve either a level 4 and/or make 2 levels progress. The tuition programme has been running for many years now and is for years 5 & 6 it is specifically geared around SATS preparation.
Additional special needs assistants appointed to work in every year group	£62,783	<i>New members of staff will deliver focussed work, guided by the year leader. This maybe speech and language programmes, additional phonics, additional support in guided work etc.</i>	<p>What the teachers are saying:</p> <p><i>“Full intervention timetable to enable children's individual needs to be met... handwriting, better reading, FFT..... also improves self esteem and confidence”</i></p> <p><i>“No way would we have had achieved 100% phonics pass rate in year 2 without TA supporting in class”</i></p> <p><i>“Opportunities to talk to TA about planning so that their guided group teaching is more effective.”</i></p> <p><i>“Pastoral care for children.... their social and nurturing needs more fully met by more adults in class.”</i></p> <p><i>“Quality cover... last year there were many opportunities when teachers were on courses, moderation etc and TA's seamlessly took over teaching planned activities which was more beneficial for the pupils.”</i></p> <p><i>“Flexibility to match TA's to their skills... those that excel at S+L or particularly skilled at FFT etc... so we get the best possible result.”</i></p>

			<p>What Ofsted said June 2015:</p> <p><i>“The school takes excellent care of its vulnerable pupils, ensuring their needs are very well met through the outstanding provision set up by the special educational needs leader and the successful support of external agencies.”</i></p> <p><i>“Well-trained teaching assistants make an effective contribution to learning, particularly for those pupils who are disabled or have special educational needs and those at an early stage of learning English. They provide well-targeted support and effective questioning that engage and motivate pupils to learn new skills”</i></p>
Build 3 ‘break away’ learning spaces	£20,000	<i>More focused intervention work can take place in the 3 designated area or ‘pods’ with a TA or teacher.</i>	Fantastic learning spaces which are used constantly.
Bilingual assistant employed in the nursery	£12,842	<i>To support more pupils, where English isn’t their first language. More nursery pupils are able to talk confidently and speak English before they go into Year R. BA to support families and encourage them to attend and socialise school parent sessions.</i>	72% of Nursery children had English as an additional language. Having a bilingual assistant ensured the children settled well into routines and all transitions were smooth.
Home School Link Worker, Nurture Groups and pastoral support, including attendance officer role	£45,000	<i>These members of staff have been working with targeted families to improve attendance at school and provide support and advice to parents. This is where a small team of staff work with groups or individual children to help improve a range of skills and attitudes to learning and friendships. They may help children develop self-confidence, raise self-esteem, help with friendship worries, help resolve conflicts etc.</i>	<ul style="list-style-type: none"> • Attendance is now at National Average and a range of strategies have been put in place to ensure this is maintained. • Early intervention with parents impacts positively with the impact on the child ensuring they are ready for learning. • Unfortunately, the home family support worker has taken early retirement at short notice. We have since then appointed a new pastoral member who is ex police. <p>What Ofsted said June 2015</p> <p><i>“The school has worked very hard and successfully to improve attendance, which is now broadly in line with the national</i></p>

			<i>average. Most of the issues with attendance relate to a small number of pupils with severe problems. The vast majority of pupils enjoy school and are keen to attend</i>
Better Reading Programme Year 1 to year 6	£2,500	<i>The school has trained all teaching assistants and some volunteers and governors to deliver an intensive one to one reading programme. Children read 15/20 minutes three times a week. The programme lasts for 10 weeks.</i>	BRP <ul style="list-style-type: none"> • 20 children took part in this program • Year 1 – 57% achieved expected ARE • Year 2 – 100% achieved L2+ in SATs • Year 4 – 100% achieved L3 • Year 5 – 100% achieved L3 • Year 6- 50% achieved L3
Two Reading Recovery Teachers	£35,000	<i>Two teachers are employed to work with pupils on a one to one basis. This very intensive programme is targeted at pupils who are working below age expectation in Maths and English. Identified children receive 30 minutes teaching per day for a period of up to 15 weeks. All teachers and support staff receive training and support from our specialist reading recovery teachers, including outside trainers to developing and support children’s reading comprehension skills</i>	Numbers count <ul style="list-style-type: none"> •Planning and team teaching with year 6 teacher resulted in 84% of BA maths group achieving Level 4 in end of key stage SATs. ECAR <ul style="list-style-type: none"> •7 Year 2 children all reading at level 2B and writing at level 2C •8 Year 1 children on track to achieve expected ARE
Increased TA hours (extra 1 hour per day) Year R to Year 6	£18,000	<i>Most teaching assistants come into school half an hour before and after school hours to support the teaching programmes and deliver more targeted reading support every day.</i>	What the teachers are saying: <i>“Adjusting the TA hours has benefitted the school in many ways. Firstly it provides the teachers and TAs with time to go over future planning and to get things ready for the coming days and weeks. Secondly it provides the TAs with time to get any marking that they need done. Finally, and for me most importantly we start the day relaxed because we’ve had the time together to discuss the days planning as opposed to having the discussion ten minutes before school starts.”</i>
Breakfast club & free after school clubs	£10,000	<i>The school provide a subsidised breakfast club, which runs for 4 mornings per week with an emphasis on improving school attendance and persistent lates. The schools provide an extensive range of free after school</i>	<ul style="list-style-type: none"> • Breakfast club has a positive impact on attendance as it ensures our vulnerable families make to school on time, well fed and ready for learning • It helps builds relationships between our pastoral team and our more needy families.

<p>All year groups depending on need or attendance</p>		<p><i>activities, which open the door to new skills and personal interests of the children.</i></p>	<ul style="list-style-type: none"> Both breakfast club and free after school clubs are well attended <p>What Ofsted said June 2015</p> <p><i>“Pupils enjoy breakfast club as they have a hearty breakfast and enjoy activities, including physical pursuits. This prepares them well for school.”</i></p>
<p>Family Learning events and free courses.</p> <p>All year groups, depending on focus and need</p>	<p>£500</p>	<p><i>This is available to parents who wish to gain accredited qualifications e.g. maths and English level 1 & 2. Literacy courses are run where parents and carers can work and learn with their children.</i></p>	<p>Triple P was offered to support parents needing some additional parenting skills. This is offered through our school as well as a neighbouring school in partnership.</p>
<p>FFT Wave 3 Literacy support</p>	<p>£5000</p>	<p><i>This is an intense language programme which supports children who are achieving significantly below age expectations in English.</i></p> <p><i>A Teaching assistant delivers this programme and children work up to 30 minutes every day for up to 15-20 weeks.</i></p>	<p>50 children took part in this program to get them closer to age expected. The outcomes were pleasing with the following results:</p> <p>Year 1- 55% achieved expected ARE Year 2 – 64% achieved L2+ in both reading and writing SATs Year 3 – 57 % reading at Level 2B+ 14% reading at Level 3B Year 4 – 57% reading at level 2B+ 33% reading at level 3B+ Year 5 – 75% reading at level 3B+ 25% reading at level 2B+ Year 6 - 100% reading at level 3B</p>
<p>Speech and Language Therapist</p>	<p>£9,750</p>	<p><i>More teaching assistants in lower school are now trained to deliver SALT to identified pupils with speech programmes.</i></p> <p><i>One Speech therapist has been employed for one day a week to support TA and deliver programmes across the school.</i></p>	<ul style="list-style-type: none"> We have a fully qualified S& L therapist who is commissioned to the school for 6 hours a week. She worked with over 50 children during the year observing and assessing children as well as referring them to the NHS Speech therapist when necessary. She has also supported and trained staff in the implementation of programmes e.g. Blast.

			<ul style="list-style-type: none"> • Having a qualified speech therapist has given confidence to our TA staff when delivering a programme e.g. Blast.
School subsidises all educational visits and residential trips	£22,000	<i>The schools pay for all local visits, when the mini-buses are used. All entries to the theatre, events etc. Are all subsidised.</i>	<ul style="list-style-type: none"> • This year we had more than ever attend both the Stubbington Study centre and Isle of Wight residentials for year 3/4 and Yrs 5/6 respectively. • By subsidising them it really allows some children to experience a fantastic residential which normally they would not be able to afford. • Once again the children enjoyed a number of theatre events including trips to the Kings Theatre and Open Box theatre all free of charge.
Mini-buses x 3 are leased every year	£19,000	<i>This helps the curriculum and learning come alive! The children learn more through first hand experiences. Children are able to see and do more around the local area, which enriches the curriculum and helps to develop cultural and community awareness</i>	<ul style="list-style-type: none"> • Minibuses are a fantastic resource to allow us to plan trips and visits to enhance the curriculum (for example Pets at Home, Farm visits, Forest of Bere). • Some of the visits we make, the children may not have the opportunity to visit outside of school (like the Forest of Bere). Having the buses ensures these trips are cheaper (no coach costs) or free. • It allows us to reinforce learning in the classroom, which is so important for our children who may have more limited life experiences. • Yesterday on our trip to Pets at Home, although a simple trip (to a pet shop) the enjoyment from the children was amazing. (Miss Scott Year 1)
Author visits, theatre company visits are all subsidised	£1,500	<i>This enables all children to meet and work with an established author every year. This aids writing, speaking and listening and extends children's imaginative thinking.</i>	<ul style="list-style-type: none"> • Parents feel supported and 100% of parents said their children enjoyed school. • Attendance is in line with national average and pupils who are persistently late, whilst still high has reduced significantly this year. <p><i>What Ofsted said 2015 "The curriculum provides excellent enrichment through visits, visitors and school trips. For example, pupils thoroughly enjoyed their trip to The Imperial War Museum in London."</i></p>
Pupil conferencing in writing for all	£17,500	<i>Recent research with staff, through the Sutton Trust Report shows that pupil conferencing is extremely effective. Class teachers in year 2 to 6 are released every week/fortnight to work with identified pupils on a one to one basis (15-20 min) to review, evaluate and improve</i>	<i>"Pupil conferencing has given us the opportunity to spend quality time discussing next steps for learning with our pupils. It has helped us to identify any challenges the children have</i>

targeted children (from year 2 to year 6)		<i>targeted work in writing, as this is a key priority for the school. This time is aimed at giving high quality, high intensity feedback, usually over a period of one term. The 'cover' team ensures that teachers have regular quality release time.</i>	<i>with their writing and to work to address them quickly." (Mr Schillemore Yr4)</i>
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Impact of Pupil Premium Strategies implemented to date for 2013-14

	L4+ Combined RWM	L4+Reading	L4+Writing	L4+ Maths	L4+ SPAG	2 levels progress Reading	2 levels progress Writing	2 levels progress Maths
PP (39)	64%	87%	69%	87%	72%	84% (3+=35%)	81% (3+=22%)	95% (3+=19%)
Non PP (24)	79%	88%	79%	88%	71%	100% (3+=46%)	100% (3+=27%)	96% (3+=27%)
All Pupils (63)	70%	87%	73%	87%	71%	90% (3+=35%)	88% (3+=22%)	95% (3+=19%)
All pupils (NA)	81%	89%	87%	88%	79%	91%	93%	90%

Impact of Pupil Premium Strategies implemented to date for 2014-15

	L4+ Combined RWM	L4+Reading	L4+Writing	L4+ Maths	L4+ SPAG	2 levels progress Reading	2 levels progress Writing	2 levels progress Maths
PP (49)	65%	86%	69%	94%	61%	89% (3+=46%)	91% (3+=26%)	94% (3+=26%)
Non PP (15)	87%	93%	87%	93%	87%	100% (3+=50%)	100% (3+=29%)	100% (3+=57%)
All pupils (64)	70%	88%	73%	94%	67%	92% (3+=47%)	93% (3+=28%)	95% (3+=33%)
Non PP (NA)	81%	89%	87%	88%	79%	91%	93%	90%

How well children are doing compared to national (%)

KS1 Level 2B+ 2013 - 2015	Disadvantaged Pupils			Not Disadvantaged Pupils		
	2013	2014	2015	2013	2014	2015
No. of pupils	45	46	48	20	28	24
Reading	75.6	80.4	85.4	85.0	85.7	79.2
LA Reading	71.1	76.1	76.9	85.7	87.0	86.6
Nat Reading	67.0	69.0	69.0	84.0	85.0	85.0
Writing	62.2	67.4	70.8	80.0	89.3	75.0
LA Writing	53.7	57.9	63.7	75.6	75.8	80.0
Nat Writing	53.0	56.0	56.0	73.0	75.0	75.0
Maths	64.4	82.6	85.4	85.0	89.3	87.5
LA Maths	71.7	73.0	76.2	86.2	85.7	87.3
Nat Maths	66.0	68.0	68.0	83.0	84.0	84.0

KS2 Level 4+ 2013 - 2015	Disadvantaged			Not Disadvantaged		
	2013	2014	2015	2013	2014	2015
No. of pupils	38	39	49	15	24	15
School RWM	63.2	64.1	65.3	66.7	79.2	86.7
LA RWM	57.3	64.9	68.7	76.6	82.6	82.2
National RWM	63.0	67.0	67.0	81.0	83.0	83.0
School Reading	71.1	87.2	85.7	86.7	87.5	93.3
LA Reading	74.2	84.8	83.2	86.8	92.7	89.6
National Reading	78.0	82.0	82.0	89.0	92.0	92.0
School Writing	65.8	69.2	69.4	73.3	79.2	86.7
LA Writing	66.8	74.3	78.7	83.8	88.9	88.9
National Writing	74.0	76.0	76.0	87.0	89.0	89.0
School GPS	39.5	71.8	61.2	53.3	70.8	86.7
LA GPS	54.2	62.4	68.6	74.9	80.2	81.9
National GPS	62.0	66.0	66.0	79.0	81.0	81.0
School Maths	89.5	87.2	93.9	86.7	87.5	93.3
LA Maths	71.4	78.0	81.2	87.1	89.7	88.0
National Maths	77.0	78.0	78.0	88.0	90.0	90.0