

**Byfleet Primary School
Pupil Premium Grant Expenditure
Academic Year 2014/15**

Background

The Pupil Premium is allocated to pupils from low-income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. This also includes pupils eligible for FSM at any point in the last six years. Schools are free to spend the Pupil Premium as they deem appropriate but are accountable for how the additional funding has been used to support children from low-income families. It is a requirement to publish online information about how we have used the Premium at our school; this ensures that parents are made fully aware of the impact/attainment of pupils covered by the Premium.

Objectives of Pupil Premium Spending

This money is allocated to initiatives which help to ensure pupils reach their full potential both academically and socially. The funding for 2014-2015 is based on 38 pupils – 16% of the school population.

- **Learning Support Interventions**

Accelerate the progress of learners who are falling behind by providing focussed interventions to address identified gaps in learning.

- **1:1 Adult Support**

Accelerate the progress of learners with Special Educational Needs who are falling behind by providing focussed 1:1 support to address identified gaps in learning.

- **Enrichment Activities Including Educational Visits**

Raise attainment by providing engaging and exciting curriculum enrichment activities as contexts for subsequent classroom learning. High quality stimuli and real reasons for the outcomes of lessons lead to a higher pace of learning and achievement. This type of provision also provides exposure to a broad range of rich experiences which may not have otherwise been available to children from disadvantaged families for cultural or financial reasons.

- **Staff Development**

Accelerate the progress of vulnerable groups by improving the quality of teaching and equipping pupils with the metacognitive skills required to become effective, self-sufficient learners.

- **Family Support and Engagement**

Raise attainment by reducing the effect of family-based barriers to learning such as: parenting and behaviour management; health issues; attendance and punctuality; housing.

**Amount of Pupil Premium Grant (PPG) Received
Academic Year 2014/15**

Amount of PPG received 01/09/2014 – 31/03/2015

Total number of pupils on roll (October census 2014)	234
Number of pupils eligible for PPG (October census 2014)	38
Total amount of PPG received (01/09/2014 – 31/03/2015)	£37,552

Amount of PPG received 01/04/2015 – 31/08/2015

Total number of pupils on roll (January census 2014)	231
Number of pupils eligible for PPG (January census 2014)	47
Total amount of PPG received (01/04/2015 – 31/08/2015)	£26,971

Amount of PPG received for Academic Year 2014/15

PPG from 01/09/2014 – 31/03/2015	£37,552
PPG from 01/04/2015 – 31/08/2015	£26,971
Total PPG received for Academic Year 2014/15	£64,523

Nature of support 2014/15

Focus on learning in the curriculum	77%
Focus on enrichment beyond the curriculum	2%
Focus on social and emotional support	12%
Focus on families/community	9%

Curriculum Focus:

Increase % of children working at age related expectations in reading, writing and maths. Narrow the gap between PP children and non-PP children.

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome																									
Maths/English booster sessions (LA and HA)	£4,712	<p>Booster groups in writing and maths for HA or LA pupils in Years 3, 5 & 6. These sessions occur 2-3 x per week for 1 hour. <i>'Heads and teachers have confirmed that many pupils, regarded as borderline Level 3/4 and targeted for extra support, have become secure Level 4s. The booster programme has undoubtedly contributed to improved results in many schools and increased pupils' confidence and motivation.'</i></p> <p>(http://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf)</p>	<p>To provide extra challenge/support for HA/LA pupils. Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision.</p>	<p><u>Expected outcome:</u> <i>Increased attainment and progress in English and maths at the end of KS2.</i></p> <p>ATTAINMENT: The percentages of pupils eligible for pupil premium achieving a Level 4+ were in line with of above national figures for reading and maths. However, in writing the percentage was slightly below national (9%). Therefore, increasing attainment in writing is a priority for this school this year.</p> <p>END OF KS2 ATTAINMENT OVER TIME: The chart below showing two year rolling averages for pupil premium pupils in each area demonstrates the significant improvement in attainment that has been made over time.</p> <p style="text-align: center;">% at level 4+</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2012-13</th> <th style="text-align: center;">2013-14</th> <th style="text-align: center;">2014-15</th> <th style="text-align: center;">Increase over time</th> </tr> </thead> <tbody> <tr> <td>R</td> <td style="text-align: center;">60</td> <td style="text-align: center;">71</td> <td style="text-align: center;">90</td> <td style="text-align: center;">+30</td> </tr> <tr> <td>W</td> <td style="text-align: center;">35</td> <td style="text-align: center;">41</td> <td style="text-align: center;">75</td> <td style="text-align: center;">+40</td> </tr> <tr> <td>M</td> <td style="text-align: center;">70</td> <td style="text-align: center;">66</td> <td style="text-align: center;">80</td> <td style="text-align: center;">+10</td> </tr> <tr> <td>RWM</td> <td style="text-align: center;">35</td> <td style="text-align: center;">37</td> <td style="text-align: center;">65</td> <td style="text-align: center;">+30</td> </tr> </tbody> </table>		2012-13	2013-14	2014-15	Increase over time	R	60	71	90	+30	W	35	41	75	+40	M	70	66	80	+10	RWM	35	37	65	+30
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Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
Additional TAs	£17,242	Additional TAs to support children in years 2 and 6.	To develop growth mindsets and encourage independence. Small group support and development of English and Maths.	<u>Expected outcome:</u> Improved attitudes towards learning. Increased progress in reading, writing and maths when compared to their results in previous years. (Assessment data). See above.
1:1 tuition – Reading/ Writing/Maths	£17,387	1:1 support in all years for LA/SEN pupils. These sessions occur 2-5 times per week depending on the child.	To provide individualised, targeted learning in reading, writing and maths through one to one support to develop English and maths skills.	PROGRESS: Due to the change from levels to New Curriculum assessment, we have looked at reading and maths ages to measure progress for SEN/LA pupils who have received 1:1 tuition this year. Based on this, 80% of pupils made expected progress in English and 70% made expected progress in maths.
Success @ Arithmetic	£1,435	Small group intervention (3 children) for children in upper KS2 to reach expected attainment by the end of KS2. Three 30-minute sessions per week for up to 24 sessions. <i>'In trials, 29 pupils in Years 4 to 6 gained 15 months in Number Age on a standardised test, after only 23 lessons in 3 months.'</i> (Every Child Counts - Edge Hill University)	To build learners' confidence in calculation and encourage children to think and talk about their calculation methods and strategies. To provide challenge and support at appropriate levels.	<u>Expected outcome:</u> <i>At least 80% of children to gain an increase of 10 months maths age using a standardised test.</i> 100% of pupils who received this intervention made the expected progress in their maths age. In year 6 100% of pupils on this intervention achieved a minimum of L4 in their end of KS2 maths SAT and made 2 sub-levels progress whilst on the intervention.

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
First Class @ Number 1&2	£390	Small group intervention (3 children) for children in Year 2 and lower KS2 to reach expected attainment. Three 40 minute sessions per week for up to 15 weeks. <i>'They made an average Number Age gain of 10.2 months on a standardised test after only 23 half-hour sessions in 2.8 months.'</i> (Every Child Counts – Edge Hill University)	To build learners' confidence in number. To provide challenge and support at appropriate levels.	<u><i>Expected outcome:</i></u> <i>At least 80% of children to gain an increase of 10 months maths age using a standardised test.</i> 88% of pupils who received this intervention made the expected progress in their maths age.
SNAP on 2 Maths	£367	Daily group intervention designed for children in Key Stages 1 and 2 who are working significantly below age-related expectations. 10-15 minute lesson daily in groups of about 4. <i>'50% moved forward by at least two National Curriculum sublevels within one year (an acceleration of their previous performance) and 11% moved forward by more than that amount.'</i> (The National Strategies - What Works for Children with Mathematical Difficulties?)	To build learners' confidence in number. To provide challenge and support at appropriate levels.	<u><i>Expected outcome:</i></u> <i>At least 80% of children to gain in increase of 6 months maths age using a standardised test.</i> 80% of pupils who received this intervention made the expected progress in their maths age.

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
Mathletics	£150	E-learning intervention used daily for 10 mins in years 1-6. <i>'All the pupils improved on their previous scores in the curriculum lead activities and on their speed in the mental maths activities using Mathletics Live.'</i> (TeemEducation.org.uk)	To increase children's number facts knowledge and improve their mental maths speed.	<u><i>Expected outcome:</i></u> <i>At least 80% of children to show an increase in their 'Big Maths Beat That' speed tests in timed conditions for their year group.</i> 80% of pupils who received this intervention showed the expected increase in their 'Big Maths Beat That' scores.
Write Away Together	£2,003	Individual children or groups of children in Y1-Y6. Two sessions weekly for 20-30 minutes for 10 weeks. <i>'Average APS gain of 3.3 after 12 weeks.'</i> (Literacy.fischertrust.org)	To increase children's confidence in writing. To encourage children to see editing as a positive part of the writing/learning process. To improve text, sentence and word level writing.	<u><i>Expected outcome:</i></u> <i>Children to achieve personal writing targets set by the class teacher.</i> Intervention meetings with teachers and review of their work showed that 78% of the children have achieved their personal writing targets whilst on this intervention.

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
Reading Comprehension booster sessions	£1,039	<p>Booster groups in reading for MA or LA pupils in Years 2-6. These sessions occur 1-2 x per week for 30 mins.</p> <p><i>'Heads and teachers have confirmed that many pupils, regarded as borderline Level 3/4 and targeted for extra support, have become secure Level 4s. The booster programme has undoubtedly contributed to improved results in many schools and increased pupils' confidence and motivation.'</i></p> <p>(http://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf)</p>	To develop children's reading skills, reading comprehension skills and foster a love of reading.	<p><u>Expected outcome:</u> <i>Children show a more positive attitude to reading and enjoy reading to one another. Children read regularly at home and enjoy talking about the texts they read.</i></p> <p>Interventions meetings and a review of their reading logs showed that 75% of pupils on this intervention have a more positive attitude towards reading in class and are reading more regularly at home.</p>
Read Write Inc	£527	<p>For children in years 1-2 who experience considerable difficulty in reading because they read slowly, hesitantly and/or with a great deal of inaccuracy.</p> <p><i>'Percentage of children getting L2 in KS1 increased from <40% to 80% from 2008 to 2012'</i></p> <p>(KS1 results from Brompton Westbrook Primary School, Medway. Oxford University Press.)</p>	<p>To develop children's phonic knowledge.</p> <p>To develop children's reading ability.</p> <p>To develop children's reading comprehension.</p>	<p><u>Expected outcome:</u> <i>Children progress in phonics by 2 bands using the phonics assessment.</i></p> <p>100% of pupils made the expected progress on the phonics assessment.</p>

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
Social and Emotional support	£8,514	<p>This includes social groups and an ELSA. In years 1-6 for children who experience difficulty expressing their emotional needs and require support for their social development.</p> <p><i>'It was found to be an evidence informed project and it had a positive impact on TAs' self-efficacy for working with children and subsequently children's emotional wellbeing.'</i></p> <p>(Elsa Network)</p>	To support and develop children's emotional needs so that they can regulate their own emotions whilst also respecting the feelings of those around them.	<p><i>Expected outcome: An improvement in children's emotional wellbeing based on their personal targets.</i></p> <p>100% of pupils with ELSA made progress against their personal targets.</p>

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
Enrichment activities	£566	These include funding for after school clubs, swimming lessons and Educational visits. This type of provision also provides exposure to a broad range of rich experiences which may not have otherwise been available to children from disadvantaged families for cultural or financial reasons.	To raise attainment by providing engaging and exciting curriculum enrichment activities as contexts for subsequent classroom learning.	<p><u>Expected outcome:</u> <i>Improvement in children's life experiences and aspirations.</i></p> <p>This funding gives PPG children experiences which they would not have otherwise had due to parental funding and ensures that all children gain the same experiences to support their learning.</p> <p>This year we have funded children's after school club sessions, swimming sessions and school trips.</p> <p>Years 5 and 6 visited Chertsey Museum in the Autumn term for their topic on World War 2. The trip supported the children's understanding of how people in our local area lived during The Second World War. It also included a role play of evacuation and a Blitz siren, this allowed children to empathise with children who lived during this time and gain a deeper understanding of these events.</p> <p>Years 5 and 6 spent five days in Swanage on a residential where they gained practical outdoor learning experiences such as Bushcraft, Pioneering, Orienteering and Teambuilding activities. The children also visit Corfe Castle and learnt about its history, the people who lived there and how it eventually became a ruin. The residential trip also gave pupils their first experience of an extremely positive activity away from their home settings.</p>

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
Staff Development	£3,665	Staff Development is provided through INSET, staff meetings and external CPD training to enable further support for learning and behaviour management of pupils with certain needs.	To accelerate the progress of vulnerable groups by improving the quality of teaching and equipping pupils with the metacognitive skills required to become effective, self-sufficient learners.	<p><u>Expected outcome:</u> Improvements in quality first teaching and of interventions run by staff evidenced in training evaluations and reflections. Observations and monitoring of interventions by SLT tacks the effectiveness of training.</p> <p>This has included training to run interventions for teachers and teaching assistants, such as ELSA, First Class @ Number 2, Talking Partners, and Success @ Arithmetic.</p> <p>Analysis of Summer term interventions shows that, when looking at the whole school, 79% of these were successful. This is 100% when looking individually at interventions in years 1, 4 and 5. This funding has also included training for TAs on supporting children during lessons including use of resources. Learning walks by SLT have shown TAs are effective at supporting children in group work, modelling use of resources and conducting assessment for learning.</p>

Record of Pupil Premium Grant spending by item/project 2014/15

Item/ Project	Cost	Summary	Objective	Outcome
Home School Link Worker	£6,063	The school have employed a Home School Link Worker to provide support for young people and their families.	Raise attainment by reducing the effect of family-based barriers to learning such as: parenting and behaviour management; health issues; attendance and punctuality; housing.	<p><i>Expected outcome: Engaged parents working with the school to improve outcomes for children in their learning and emotional well-being.</i></p> <p>The HSLW has worked with families to provide help, support and advice at challenging times and has resulted in an improvement in parental involvement with the school. They have referred pupils and families to agencies such as Surrey Family Mediation Services, The Family Support Programme, Surestart and The Parenting Puzzle which have proven to boost pupil's self-esteem and class involvement and as a result, their academic achievement.</p>
	£64,060			

PPG Brought forward from 2013/14	£698
Total PPG Received 2014/15	£64,523
Total PPG Expenditure 2014/15	£64,060
PPG Remaining	£1,161

Impact of Pupil Premium Spending 2014/15

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed half termly as assessment data is gathered and input/follow-up is put in place if an intervention is not having the desired impact.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

The charts below will be updated on KS2 outcomes.

Performance Analysis of PPG pupils at end of KS2

	2012/13	2013/14	2014/15
% of PPG children achieving level 4+ in reading	50%	100%	89%
% of PPG children achieving level 4+ in writing	0%	91%	67%
% of PPG children achieving level 4+ in maths	50%	82%	78%
% of PPG children making 2 levels+ progress in reading	50%	82%	89%
% of PPG children making 2 levels+ progress in writing	50%	91%	67%
% of PPG children making 2 levels+ progress in maths	83%	82%	100%

Narrowing the Gap between PP and other children

	Reading	Writing	SPAG	Maths
2012/13	-6.7	-11	-10.6	-7.4
2013/14	-1.5	0.5	-0.7	-0.9
2014/15	-2.6	-2.4	-2.5	-2.6