

Pupil Premium 2013 - 2014

Funding received

In 2013-2014 we received £36,908 in Pupil Premium. (41 pupils)

How the funding was spent

Using the strategies as recommended in the E.E.F. (Education Endowment Fund) toolkit, we identified those that we felt would have the greatest impact on our pupils:

Strategy	How the funding was spent
Feedback	Staff training on developing the feedback loop with a particular focus on highlighting to provide immediate feedback as well as the development of 'Power Scales' of targets and the pupil reflective statement.
Early Years Intervention	A dedicated member of staff to work on a 1:1 basis or with small groups of pupils who have been identified as requiring further support to prepare them for school.
Collaborative Learning	Staff training and shared observation to develop low teacher talk active learning strategies that require pupils to work collaboratively on a particular task. These were inspired by an INSET delivered by Paul Ginnis and the use of his book <i>The Teacher's Toolkit</i> to develop teaching and learning strategies such as 'Market place'.
Small group tuition	In the Summer term, the Pupil Premium champion worked with small groups of Year 4 pupils who had been identified as being vulnerable to transition to the Upper Juniors.
Social and Emotional Learning	<ul style="list-style-type: none"> • Provided ELSAs to work with our most vulnerable pupils in both 1:1 and small group situations • Provided a key member of staff to administrate the organisation of our Grandhordles – senior members of our community who work alongside pupils on a 1:1 or small group basis to support them in engaging with their learning and building their self-esteem
Phonics	Jolly phonics materials purchased to supplement RWi and accelerate progress particularly in FS
Outdoor adventure learning	Year 5 pupils go on a PGL outdoor adventure holiday where they take part in a variety of challenging activities with the aim to develop their confidence and enable them to work collaboratively and problem solve.
Parental involvement	Provision of SPLAT sessions for parents of younger pupils with a focus on how they can support their child in their reading, writing and mathematics
Extending school	<ul style="list-style-type: none"> • Provision of Year 6 early morning booster clubs run by teachers for targeted individuals • Homework club – targeted individuals invited to attend
Arts participation	The Aspirational Artists club included pupils who had been specifically targeted to attend.
Sports participation	Close monitoring of P.P. pupils to ensure take up of after school sports clubs, Fit Kids and/or H.S.A. (Hordle Sports Academy). Early identification of talented pupils who are then accelerated.
Homework	Homework club – targeted individuals invited to attend
Teaching assistants	<ul style="list-style-type: none"> • Ensured that all classes received support in the mornings which enabled more flexible teaching arrangements • Provided 1:1 and small group TA intervention for spelling, Maths, reading etc. • Employment of graduate teaching assistants
School uniform	<ul style="list-style-type: none"> • FSM pupils provided with a school sweatshirt • Second hand uniform sale run on a monthly basis

In 2013-14 the school also employed an additional member of teaching staff to take on the role of Pupil Premium Champion. The member of staff in this role is highly experienced and:

- supported all staff in developing awareness of their Pupil Premium children and their needs, creating a picture of the whole child
- taught Maths and English sets of particularly vulnerable pupils in the Upper Junior phase group allowing smaller, differentiated learning groups across the phase
- was responsible for monitoring: academic performance (attainment and progress); participation in after school clubs, sports teams, H.S.A. (Hordle Sports Academy) and music lessons; and attendance of the Pupil Premium group.
- communicated outcomes of monitoring with all staff and governors on a regular basis and through a shared electronic document, putting into place plans of action where required
- ensured all FSM children were supported in joining an after school club
- met with parents and supported families as needs arose
- helped to run a second hand uniform sale on a monthly basis

The funding also:

- provided every FSM pupil with a free after school club each term and subsidised music tuition

What has been the impact?

End of Key stage Attainment and predictions

2013-2014		2014-2015 predictions		2015-2016 predictions	
KS1 Year 2 2014		KS1 Year 2 2015		KS1 Year 2 2016	
Level 2b+	English 75%	Level 2b+		Level 2b+	
Level 2b+	Maths 100%	Level 2b+		Level 2b+	
KS2 SATs Year 6 2014 (3 pupils) Of those who sat the tests		KS2 SATs Year 6 2015 (9 children)		KS2 SATs Year 6 2016 (9 children)	
Level 4+	Reading 100%	Level 4+	Reading 100%	Level 4+	Reading 100%
Level 5+	Reading 33%	Level 5+	Reading 100%	Level 5+	Reading 55%
Level 4+	Writing 100%	Level 4+	Writing 100%	Level 4+	Writing 100%
Level 5+	Writing 0%	Level 5+	Writing 22%	Level 5+	Writing 33%
Level 4+	Maths 100%	Level 4+	Maths 100%	Level 4+	Maths 100%
Level 5+	Maths 66%	Level 5+	Maths 66%	Level 5+	Maths 55%

Whole School Progress

In the last academic year, the average progress of P.P. pupils closely matched that of non P.P. pupils and exceeded national expectations in writing, reading and mathematics.

Attendance

In 2012 – 2013, the average attendance of P.P. pupils was 92.5% compared to all pupils 94%. Therefore, attendance became a priority for 2013-2014. With close monitoring of attendance, key members of staff were allocated to support families with poor attendance. The results were that in 2013-2014, the average attendance of P.P. pupils was 95.7% compared to all pupils 96.5%. Not only had the gap been closed but both P.P. and whole school attendance were above the national average of 95.2%. **(At one point, in mid-February, P.P. attendance equalled whole school at 96.4%)**