

September 2014

Pupil Premium Report

Principles

At Colburn Community Primary School:

- We ensure that teaching and learning opportunities meet the needs of all our children.
- We ensure that appropriate provision is made for children who belong to groups known to be vulnerable to underachievement. This includes provision for:
 - Socially disadvantaged children
 - High Mobility children, notably from Armed Forces families.
- We recognise that not all children who receive Pupil Premium Funding will be socially disadvantaged.
- Likewise, not all children who are socially disadvantaged are registered or qualify for Pupil Premium Funding. (We aim to provide additional support as necessary for these children from the school's delegated budget and not from Pupil Premium Funding).

Allocation

- Pupil Premium Funding is allocated following a needs analysis.
- Oversight of Pupil Premium Funding is via a named Governor in conjunction with SMT.
- Allocation, organisation and impact are monitored closely by the SMT.

Provision

Each child's needs are different, so we draw on a range of support aimed at three possible outcomes:

1. To support improved attendance and punctuality.
2. To raise achievement – aimed at accelerating progress and moving children to at least the same levels as their peers, typically in Maths and English.
3. To enable children to access wider curriculum opportunities or tuition that enhances and enriches their school experience. E.g. music tuition, residential visits, theatre visits etc.

Pupil Premium expenditure Sep 2013 – July 2014

In the academic year 2013 – 2014 the school was allocated £88567 Pupil Premium.

The Pupil premium allocation for 2013 and 2014 was targeted as follows:

- Further improve attendance and punctuality
- Further improve achievement at the end of EYFS
- Further improve achievement at the end of Key Stage 1
- Provide targeted intervention and 'catch up' provision for Reading, Writing and Mathematics at all Key Stages
- Further improve access to enhanced curriculum opportunities

Use of funding	Cost-£
Further improve attendance and punctuality	
Breakfast Club Staffing Costs	5004
½ day per week Deputy Headteacher	5955
Attendance incentive	1000
Further improve achievement at the end of EYFS	
Additional teacher EYFS	40591
ATA 2 additional days EYFS To support delivery of Talk Boost and other speech and language interventions	6469
Further improve achievement at the end of Key Stage 1	
Additional teacher – smaller KS1 class sizes	32187
Provide targeted intervention and 'catch up' provision for Reading, Writing and Mathematics	
Read, Write, Inc 1 st class @ number Reading Intervention Talk Boost	2120
Further improve access to enhanced curriculum opportunities	
Residential Visit Subsidy	2222
Theatre Visits	2915
Music Tuition	547
Running Total	106510

Impact of Pupil Premium in 2013 – 2014

Further improve attendance and punctuality

The whole school absence figure for 2013 – 2014 was 4.4%. This is better than the National average (4.8%) for 2013.

The absence figure for those children identified as being entitled to 'Pupil Premium' 2013 – 2014 was 4.7%. This is better than the National average (6.3% FSM) for 2013 and similar to that of non- 'Pupil Premium'.

Further improve achievement at the end of EYFS

Increased proportions of EYFS children achieved the 'Good Level of Development' at the end of Foundation Stage in July 2014. 50% of children achieved the GLD in July 2014 compared to 18% in July 2013.

Increased proportions of EYFS children identified as 'Pupil Premium' achieved the 'Good Level of Development' at the end of Foundation Stage in July 2014. 42% of children achieved the GLD in July 2014 compared to 22% in July 2013.

Increased proportions of EYFS children identified as 'Pupil Premium' made 'good' progress. All children made expected progress i.e. 2 developmental bands from entry to FS1 but the overwhelming majority made 3 or 4 developmental bands progress. On average children make 3.6 developmental bands progress from entry to FS1 across all areas of the Foundation Stage Profile. This is fractionally better than progress of non Pupil Premium children.

Increased proportion of children identified as 'Pupil Premium' achieved the expected level in 'Listening and Attention', 'Understanding' and 'Speaking'. 83% achieved the expected level in 'Listening and Attention' in July 2014 compared to 33% in July 2013, 92% achieved the expected level in 'Understanding' in July 2014 compared to 33% in July 2013 and 83% achieved the expected level in 'Speaking' in July 2014 compared to 33% in July 2013.

Increased proportions of EYFS children identified as 'Pupil Premium' made 'good' progress across the three areas of communication. On average making 3.5 developmental bands progress since entry to FS1 and compares more favorably than non- 'Pupil Premium' Children.

Further improve achievement at the end of Key Stage 1

There is a three-year upward trend of children achieving Level 2B+ in reading, writing and mathematics.

APS for children identified as 'Pupil Premium' is broadly in line with ARE in reading, writing and mathematics. In July 2014 APS for reading was 15.2, in writing APS was 14.8 and in mathematics APS was 15.2.

APS for children identified as 'Pupil Premium' is above national figures (FSM 2013) in reading, writing and mathematics. In July 2014 APS for reading was 15.2 compared to 14.8 nationally in July 2013, in writing APS was 14.8 compared to 13.9 nationally in July 2013 and in mathematics APS was 15.2 compared to 14.8 nationally in July 2013.

APS progress for children identified as 'Pupil Premium' at least in line with the minimum expected across Key Stage 1.

88% children that were re-assessed using the phonics screening checked met the expected level.

Provide targeted intervention and ‘catch up’ provision for Reading, Writing and Mathematics

Attainment of children, with the exception of Year 6, identified as ‘Pupil Premium’ is at least in line with or better than ARE in reading and mathematics. The gap is closing on ARE in writing.

Progress of children identified as ‘Pupil Premium’ is at least in line with the minimum expected in reading, writing and mathematics and in many year groups it is good.

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Impact of specific Interventions

Expenditure	Focus	Number of Pupil Premium Children	Impact Data	Summary of Impact
Talk Boost	Speaking and Listening	8 EYFS 8 Key Stage 1	EYFS On average children improved in at least 5 out of 6 areas of	Good Impact

			skill/knowledge Key Stage 1 On average children improved in at least 5 out of 6 areas of skill/knowledge	Good Impact
Read, Write Inc – Fresh Start	Reading and Writing	4 x Y6 2 x Y5	Year 6 -2 (APS Progress for reading) 2 (APS Progress for writing) Year 5 4 (APS Progress for reading) 7 (APS Progress for writing)	No Impact Good Impact
1stClass@Number	Maths	7 x Key Stage 1	1.8 (Average Ratio Gain)	No Impact
Reading Intervention	Reading	1 Key Stage 1 2 Key Stage 2	3.3 (Average Ratio Gain)	Good Impact

Further improve access to enhanced curriculum opportunities

All children identified as 'Pupil Premium' were able to access the Y6 residential at a significantly reduced cost. 80% of the Pupil Premium Cohort attended East Barnby. This led to notable gains in children's confidence, self-esteem and teamwork.

All 'Pupil Premium' children in Year 6 were given access to musical tuition. This led to notable gains in children's confidence and engagement from performing at school events e.g. Y6 Leavers Assembly.

A range of curriculum experiences and activities were subsidised to support the delivery of the themed curriculum and provide first hand experiences from which to learn e.g. Snowzone. This led to improved motivation, engagement and outcomes for children.

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