

The Pupil Premium: 2014-2015

Analysis & challenge tool for schools



Final Review: July 2015

Analysis & challenge toolkit for school leaders:

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey.

I have used these, alongside our own school tracking formats, to inform discussions with both the SLT & Governing Body, & to help to shape future strategic planning for the use of the Pupil Premium Grant (PPG) at Braybrook Primary School.

<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2014-2015	£131,200
2015-2016	
2016-2017	

	<u>2014-2015</u>		
<u>Percentage of FSM pupils:</u>	38.8% as in January 2014 census		
Number of FSM pupils eligible for the Pupil Premium:	98	@£1300	=£127,400
Number of looked after pupils eligible for the Pupil Premium:	2	@£1900	=£3,800
Number of service chn eligible for the Pupil Premium:	0	@£300	=£0
Number of adopted chn eligible for the Pupil Premium:	0	@£1900	=£0
<u>Total</u>			£131,200

Whole School Tracking 2014-2015:

Yr1 & 5 FSM vs Non 2014-15

Yr 1	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF	National EYE	Gap to National
Numeracy												
FSM			7.1	8.1	8.1	8.8	*	10.2	3.1	-0.4	11.0	-0.8
Non-FSM	0.1		7.0	8.1	8.1	8.9	*	10.6	3.6		12.0	-1.4
Yr 1	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Reading												
FSM			6.1	6.6	6.6	7.9	*	9.3	3.2	-0.3	10.4	-1.1
Non-FSM	-0.4		6.5	6.4	6.4	7.5	*	9.6	3.1		11.3	-1.7
Yr 1	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Writing												
FSM			6.6	7.3	7.3	7.9	*	9.4	2.8	-0.5	9.6	-0.2
Non-FSM	-0.1		6.7	7.2	7.2	8.5	*	9.9	3.2		11.0	-1.1
Yr 3	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF	National EYE	Gap to National
Numeracy												
FSM		14.2	14.2	15.3	15.3	15.6	*	18.3	4.1	-0.9	17.9	0.4
Non-FSM	-1.4	15.6	15.9	16.5	16.5	17.3	*	19.2	3.6		19.8	-0.6
Yr 3	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Reading												
FSM		12.2	12.6	14.2	14.2	14.2	*	18.0	5.8	-1.0	17.8	0.2
Non-FSM	-3.2	15.4	15.8	16.6	16.6	17.5	*	19.0	3.6		19.9	-0.9
Yr 3	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Writing												
FSM		13.0	13.0	14.0	14.0	15.0	*	17.0	4	-0.6	16.6	0.4
Non-FSM	-1.8	14.8	15.0	15.9	15.9	16.6	*	17.6	2.8		18.7	-1.1
Yr 5	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF	National EYE	Gap to National
Numeracy												
FSM		19.7	20.3	21.0	21.0	21.7	*	23.3	3.6	-0.4	24.0	-0.7
Non-FSM	-0.9	20.6	20.5	21.2	21.2	22.1	*	23.7	3.1		26.3	-2.6
Yr 5	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Reading												
FSM		21.3	22.0	22.7	22.7	23.0	*	24.3	3	-0.3	23.9	0.4
Non-FSM	0	21.3	21.3	22.0	22.0	22.9	*	24.6	3.3		26.1	-1.5
Yr 5	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Writing												
FSM		19.0	19.7	20.3	20.3	20.3	*	23.0	4	0	22.8	0.2
Non-FSM	-0.5	19.5	20.0	20.6	20.6	21.4	*	23.0	3.5		25.0	-2

Yr2 & 6 FSM vs Non 2014-15

Yr 2	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF	National EYE	Gap to National
Numeracy												
FSM		9.8	10.9	11.5	11.5	14.2	*	15.8	6	-0.5	14.8	1.0
Non-FSM	-0.6	10.4	11.4	12.2	12.2	14.8	*	16.3	5.9		16.5	-0.2
Yr 2	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Reading												
FSM		9.6	9.9	10.8	10.8	12.7	*	15.3	5.7	-0.6	14.8	0.5
Non-FSM	-0.9	10.5	10.4	11.6	11.6	13.3	*	15.9	5.4		16.8	-0.9
Yr 2	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Writing												
FSM		8.9	10.0	10.8	10.8	12.0	*	15.0	6.1	-0.1	13.5	1.5
Non-FSM	-1.1	10.0	10.7	11.6	11.6	13.1	*	15.1	5.1		15.5	-0.4
Yr 4	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF	National EYE	Gap to National
Numeracy												
FSM		15.1	16.4	17.0	17.0	17.7	*	19.0	3.9	-3.1	20.9	-1.9
Non-FSM	-2.7	17.8	18.6	19.6	19.6	20.9	*	22.1	4.3		23.0	-0.9
Yr 4	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Reading												
FSM		16.2	16.9	18.5	18.5	19.7	*	20.4	4.2	-3.3	20.9	-0.5
Non-FSM	-2.4	18.6	19.6	21.1	21.1	22.4	*	23.7	5.1		23.0	0.7
Yr 4	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Writing												
FSM		14.7	15.4	16.1	16.1	16.8	*	17.2	2.5	-3.9	19.7	-2.5
Non-FSM	-2.5	17.2	17.8	19.1	19.1	20.1	*	21.1	3.9		21.9	-0.8
Yr 6	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF	National EYE	Gap to National
Numeracy												
FSM		18.0	18.8	19.8	19.8	23.0	*	23.0	5	-4.4	27.0	-4
Non-FSM	-5.4	23.4	25.4	25.6	25.6	27.7	*	27.4	4		29.5	-2.1
Yr 6	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Reading												
FSM		18.1	18.1	19.6	19.6	21.1	*	20.5	2.4	-6.8	26.9	-6.4
Non-FSM	-7.1	25.2	25.2	26.3	26.3	27.8	*	27.3	2.1		29.2	-1.9
Yr 6	DIFF	Sept	Oct	Dec	Feb	Mar	May	July	Progress	DIFF		
Writing												
FSM		18.3	18.5	18.8	18.8	20.5	*	21.8	3.5	-6.1	25.9	-4.1
Non-FSM	-6.2	24.5	24.3	25.4	25.4	26.5	*	27.9	3.4		28.2	-0.3

Planning & evaluation outline 2014-2015:

<u>Pupil Premium used to:</u>	<u>Amount allocated to intervention / action (£)</u>	<u>Is this a new or continued activity?</u>	<u>Brief summary of the intervention or action, including details of year groups & pupils involved, & the timescale:</u>	<u>Specific intended outcomes:</u> <i>How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?</i> <i>What will it achieve if successful?</i>	<u>How will this activity be monitored, when & by whom?</u> <u>How will success be evidenced?</u>	<u>Actual impact:</u> <i>What did the action or activity actually achieve?</i> <i>If you plan to repeat this activity, what would you change to improve it next time?</i>
Forge positive home/school links with specifically targeted families	9 x £159 (supply release) = £1431 Termly x3 Terms = £4293	Contd.	'Achievement for All' (AfA) 1:1 structured conversations termly, targeting 3x FSM chn per class across the school	Improved relationships bet. home/school Improved understanding of the child's home circumstances Shared & agreed targets to better support the good progress of each child	Termly 1:1 conversations timetabled by Inc. Ldr (Nov / Feb / June) AfA passports document discussions had & targets agreed Chn make at least good progress in R/W/M by July '15	AfA conversations well attended by parents invited. Passports and targets completed. Evidence shows closing of gap bet. FSM & Non in most areas across the school, with FSM outperforming their national peers in Yr 2, 3 & 5. Whilst the gap bet. FSM & Non widened in Yr 4, FSM chn still made very good progress in maths & reading.
Promote good attendance, to exceed the national expectation & raise the school's % to 97% by July '15	£1200	New Sept '14	Half-termly whole school draws for 100% attendance End of year whole school draw for 100% attendance <i>(Prizes to promote quality family time or to support educational achievement)</i>	Raise the profile of good attendance, which supports good progress & improves chn's chances for the future	Monthly, half termly & end of year attendance returns evidence improved whole school attendance %s – 97% by July '15 Reduction in SAMs FSM chn make good progress, as compared to their non-FSM peers	Whole school attendance @ 96.3% at end of school year, as compared to 96% at this time in 2014. Attendance is high profile in school. 25 chn with 100% attendance at end of year. (Improvement on 2013-2014)

<p>Provide specific & targeted support to enhance provision within EYFS</p>	<p>50% of (0.6) Tchr £11,574</p>	<p>New Sept '14</p>	<p>Tchr is nominated key worker for 8 FSM chn, working to support on M / T / W mornings weekly throughout the academic year</p>	<p>Provision in EYFS is enhanced to better support chn in making the best possible start to their school career</p> <p>Identified chn will reach the expected GLD goals by July '15</p>	<p>Data evidences that identified chn have reached the expected GLD goals by July '15</p> <p>Observations show that chn are confident & independent learners as they leave EYFS in July '15</p>	<p>FS data has improved GLD outcomes @ 69%. <i>(Up by 5% on 2014)</i> <i>(National 2014 = 74%)</i></p> <p><i>(This includes the very good progress of PPG chn.)</i></p>
<p>Provide additional targeted support in Mathematics for Yr 4 & 5 Chn, to accelerate progress & ensure chn make at least good progress in 2014-2015</p>	<p>50% of (0.8) Tchr £19,512</p>	<p>New Sept '14</p>	<p>Tchr to use ECC specialist teaching to target low attaining pupils with FSM in daily mathematics lesson</p> <p>Ongoing</p> <p>Flexible groupings</p>	<p>Identified chn make at least good progress in mathematics</p> <p>Chn become more confident & independent as learners in maths</p>	<p>Data evidences that identified chn have made at least good progress by July '15</p> <p>Attainment gap closes, as compared to National averages & their non-FSM peers</p> <p>Observations show that chn are confident & independent learners in maths</p>	<p>Of the 6 chn in Yr 4: 3 have made 3 pnts prog and 3 have made 4 pnts prog</p> <p>Of the 7 chn in Yr 5: 2 have made 2 pnts prog, 3 have made 4 pnts 1 made 6 pnts prog (1 chd left mid-year)</p>
<p>Provide targeted intervention programmes by 1:1 specialist teachers (inc. training) and ITAs</p>	<p>50% of (0.8) Tchr £19,512</p> <p>50% of (0.8) Tchr £16,518</p> <p>ECAR training £1,000</p> <p>2x ITAs 'Intervention TAs' £17,382</p>	<p>Contd.</p> <p>New Sept '14</p>	<p>1:1 ECC Tchr targets low attaining FSM chn for daily maths intervention. (KS1)</p> <p>1:1 ECAR Tchr targets low attaining FSM chn for daily reading intervention. (KS1)</p> <p>ITAs target chn identified as underachieving by Inc. Ldr & SLT with app. Programmes of work / interventions</p>	<p>Identified chn make accelerated progress in maths or reading, which is at least good.</p> <p>Chn are more confident & independent when approaching or applying their learning</p>	<p>Data evidences that chn have made & sustained at least good progress by July '15</p> <p>Attainment gap closes, as compared to National averages</p> <p>Observations show that chn are confident & independent learners</p>	<p>ECC: 5 Chn 2 chn made 6 pnts prog 3 chn made 4+ pnts prog in Autumn & Spring Terms</p> <p>ECAR: 8 Chn 5 chn made 6 pnts progress 3 chn made 4 pnts progress in Autumn & Spring Terms</p> <p>Phonics Count: 2 Chn 1 chd made 4 pnts progress 1 chn made 10 pnts progress in Autumn Term</p> <p>Pro X Code: 9 Chn 2 chn made 2 pnts prog 2 chn made 3 pnts prog 5 chn made 4+ pnts prog <i>(2 chn made 6 pnts)</i></p>

						<p>Tower Hamlets: 6 Chn 2 chn made 2 pnts progress 3 chn made 4 pnts progress 1 chd made 6 pnts progress</p>
<p>Appoint an Inclusion Leader, to rigorously track, monitor & support the good progress of ALL groups, inc. FSM/Pupil Premium</p>	<p>TLR £2560</p>	<p>New Sept '14</p>	<p>Inclusion Leader to: rigorously track & monitor the progress of FSM chn half termly identify & address poor progress or underachievement evaluate the impact of identified interventions</p>	<p>Progress & attainment of FSM chn is rigorously tracked & quickly addressed, where concerns arise regarding slow progress or underachievement Chn benefit from additional support or intervention, which is quickly identified & specifically targeted</p>	<p>Data evidences that FSM chn across the school have made at least good progress by July '15 Attainment gap closes, as compared to National averages & their non-FSM peers</p>	<p>Inclusion Leader has attended all PPMs and has quickly identified underachievement & targeted interventions. Progress of chn & impact of interventions are more rigorously monitored to ensure value for money. Analysis of data evidences closing of gap between FSM & non-FSM peers – see p3.</p>
<p>Support the social/emotional dvt. & welfare of chn & their families</p>	<p>2x FLOs 'Family Liaison Officers' £39,300</p>	<p>Contd.</p>	<p>2x FLOs work with chn & families across the school through: Social nurture grps Behaviour support Counselling CIN/CP/MASG/CAF Webster Stratton Parenting classes Links with agencies PTFA Family events</p>	<p>Chn feel safe, secure & valued & are able to better focus on their learning because of this Families are well supported & confident in approaching the school for help & advice</p>	<p>Parent surveys & pupil interviews evidence that chn & families feel safe, secure & well supported by the school FLOs' documentation evidences good ongoing support of potentially vulnerable families</p>	<p>Good family engagement, through range of events and opportunities. Excellent support of vulnerable learners, ensuring barriers to learning are addressed and removed.</p>
<p>Subsidise uniform for new FSM FS chn</p>	<p>Book bag & sweat shirt £12 x 3 chn £36</p>	<p>New Sept '14</p>	<p>Uniform is subsidised to support new FS chn</p>	<p>Families are supported financially Chn have a sense of pride & belonging as they join the school</p>	<p>Observations show that chn are well equipped for the school day & better able to focus on their learning</p>	<p>All children have equality of opportunities, feeling part of the 'Braybrook Family'</p>

Support other needs, as they arise (Ongoing) inc. improving opportunities through subsidising trips, visits & other enrichment activities	-	-	-	-	-	-
<u>TOTAL:</u>	<u>£132,887</u>					

*** Provision also in place for CiC funding, as outlined in detailed confidential SLT Pupil Premium Plan.