

Pupil Premium rationale 2013/14

- **Background**

School budgets now include an element known as the Pupil Premium. This is designed to support the attainment and progress of disadvantaged children. It is allocated using a proxy indicator – the number of children on, or been on, free school meals (FSM) in the last six years (now known as 'Ever 6'). Statistically, FSM data give an indication of where deprivation is likely to be present. However, there is no assumption that all FSM children are behind in the learning nor that all children who find learning difficult will receive FSM. The funding is therefore targeted at our lowest achievers especially in our vulnerable groups. The impact of this funding is therefore seen in overall improvements in attainment across the school and in particular in any reduction in attainment gaps between those in vulnerable groups and their peers in school.

- **Selecting effective additional support**

There is good research now available about the effectiveness of various strategies used in schools to improve children's attainment (See: research by Hattie and <http://educationalendowmentfoundation.org.uk/toolkit>)

Our school must carefully weigh the investment we make against the likely impact in terms of improved outcomes. The outcomes from this research are sometimes counter-intuitive: for example, reducing class size has only moderate impact on standards and comes at a high cost; employing additional teaching assistants has a low impact at a high cost; participation in after-school activities or arts activities has a low impact for a moderate cost. On the other hand, ensuring quality first teaching has high impact for little additional cost – this is especially true of improving teachers' feedback to children, helping children learn about how to learn and carefully targeted questions and support. One to one tuition is also proving to be effective. This year, 50% of the year 6 pupils that took part made one full curriculum level progress in the subject. All other participating pupils also made good progress.

At King Edwin Primary we have identified some key strategies that have a proven track record of improving children's outcomes. Each comes at a cost which is covered using the Pupil Premium but each should demonstrate at least moderate or high impact. This year the school has invested in Switch-On Reading, additional

Teaching Assistants to support groups and run interventions, Think Children, 5 new laptops, 1-1 Tuition, early intervention, ASD training, MAPA training and Talk for writing training and resources alongside quality first teaching.

- **Free School Meal Cohort 2012/13**

In October 2012, the following FSM children were on roll:

FSM Distribution October 2012			
FS	3		
Y1	5	Y4	2
Y2	4	Y5	2
Y3	4	Y6	6

FSM children are therefore spread fairly evenly through the school and do not make a significant group in any year except Y6. Their attainment and progress is separately monitored (together with other vulnerable groups) to ensure that any barriers to learning are identified and reduced.

- **2013 2014 Pupil Premium Projects**

The total allocated to King Edwin Primary School in 2013/14 is £48,900 which has been allocated as follows:

band	Number of pupils	Per pupil	total
Pupil premium EVER 6	54	900	48,600
Service children	1	300	300
	55		48,900

How is the PP money spent?

intervention	Cost	total	
1:1 tuition	11x 1 hour session with a teacher 8 pupils involved (3x FSM 2x EVER 6) 3 other LA pupils	£20 per session=	1,760
Additional teacher-intervention support	9 weeks	45 days x 200	9000
Additional 2 TAs support			20000
Think Children		1100 per term	3300
Specific resources	2 x IWB LUCID 5 min box literacy x 2 5 min num box x 2	4000 500 200 200	4900
5 laptops		500 each	2500
Additional resources to support interventions			940
TA training- ASD level 2			1500
ASD level 3			1000
Switch on			1000
MAPA training			1000
TfW training and resources			2000

Total

48, 900

Below we have compared Average Point Scores for FSM pupils compared to other pupils

subject	Non FSM APS	APS progress this year (non FSM)	FSM APS	APS progress this year (FSM)	Difference APS	Difference progress
Maths-	20.55	4.01	21.17	4.21	+0.62	+0.02
Reading -	21.15	4.08	20.74	3.83	-0.41	-0.25
Writing-	19.6	4.03	19.3	3.56	-0.3	-0.47

This shows that FSM pupils are performing better on average than non FSM pupils for maths this year at our school. FSM pupil progress is above that of non FSM pupils in maths.