

Review of Pupil Premium Grant Sept 2013-July 2014

Pupil Premium Grant (PPG) was funded in 2013/2014 according to the number of children in the following categories:

- * Free School Meals
- * Ever 6 (A pupil who is not currently eligible for free school meals but has qualified for FSM at any time in the last 6 years.)
- * CIC (children in care of the local authority)
- * Forces Children (a pupil of a serving member of the armed forces)
- * Ever 3 Service child (a pupil who was eligible for the service premium in either 2011 – 2012 or 2012 – 2013 but is not recorded as a service child on the January 2013 census)

The governors at St Columb Minor Academy also recognise that not all pupils who are socially disadvantaged are registered or qualified for FSM. The governors reserve the right to allocate the PPG to support any pupil or group of pupils that the academy has legitimately recognised as being socially disadvantaged. We do, in addition, support the funding of many interventions / support programmes from the Academy's main budget from which all children benefit.

It is also worth noting that many pupils who qualify for the PPG fall into more than one vulnerable group. Therefore, our pupils may benefit from a range of provision to meet their needs.

| Number Of Pupils and Pupil Premium Grant Received | |
|---|-----------------|
| Total number Of Pupils On Roll (as at January 2013) | 453 |
| Total number of Pupils eligible for PPG | 141 |
| Amount of PPG received for FSM | £953 Per pupil |
| Amount of PPG received for Ever 6 | £953 Per pupil |
| Amount of PPG received for Forces | £300 per pupil |
| Amount of PPG received for CIC | £900 |
| Total amount of PPG received | £124,326 |

| Interventions and costings Academic Year 2013-2014 | |
|--|--------------------|
| Maths Recovery Programme (2 x 6 weeks) | £785 |
| Care Team | £ 10,407 |
| Reading Recovery Programme | £ 4,355 |
| Parent Support Advisors (Summer Term only) | £ 1,615 |
| Basic Skills Programme (2 terms only) | £ 4,788 |
| Additional Y2 teacher for intervention (new) | £1,363 |
| Behaviour Support (new) | £11,687 |
| 1:1 speech and language | £2, 259 |
| Freshstart (new) | £827 |
| 1:1 tutor support | £11,412 |
| 1:1 tutor support for CIC | £1,245 |
| General TA support | £127,735 |
| Rapid reads (new) | £350 |
| Induction tutor time | £790 |
| Activities for child CIC | £92.50 |
| SUB TOTAL | £179,710.50 |

| | |
|--|------------|
| Pupil premium allocation received | £124,326 |
| Budget allocation from the academy's main budget | £55,384.50 |

There follows a short analysis of the interventions used and their impact in terms of the educational achievement / attainment by the children, through the 2013/14 academic year.

Induction of Forces Families

At St Columb Minor Academy we have children from Forces families that make up 7% of our school population. We provide an induction tutor for these children to facilitate a smooth transition from their previous setting and to ensure that they continue to make the expected progress in their learning. In 2013-2014, 36 pupils qualified for pupil premium funding as Forces children. These children ranged from FS to Year 6.

All of the Forces children in FS made good progress from their baseline scores and achieved a good level of development. All were at least at the expected level of development at the end of FS and some were exceeding the expected level of development.

Forces children in Year 1:

- 100% of forces children were in line with end of year expectations in maths. 83% were above the expected level.
- 83% of these children were in line with end of year expectations for reading. 33% were exceeding expectations.
- 100% of Forces children were in line with end of year expectations in writing. 66% were exceeding end of year expectations.

Forces children in Year 2:

- 100% of Forces children were in line with end of year expectations in maths. 33% were above the expected level. 100% of these children made the expected progress in maths, of which 66% made better than expected progress.
- 83% of these children were in line with end of year expectations for reading. 66% of these children made the expected progress in reading.
- 100% of Forces children were in line with end of year expectations in writing. 83% of these children made the expected progress in writing.

Forces children in Year 3:

- 78% of Forces children were in line with end of year expectations in maths. 11% were above the expected level. 56% of these children made the expected progress in maths, of which 22% made better than expected progress.
- 78% of Forces children were in line with end of year expectations in reading. 11% were above the expected level. 66% of these children made the expected progress in reading, of which 33% made better than expected progress.
- 44% of Forces children were in line with end of year expectations in writing. 11% were above the expected level. 56% of these children made the expected progress in writing, of which 11% made better than expected progress.

Forces children in Year 4:

- 50% of Forces children were in line with end of year expectations in maths. However, all of these children exceeded the expected progress in maths.
- 50% of Forces children were in line with end of year expectations in reading. Again, all of these children exceeded the expected progress in reading.
- 50% of Forces children were in line with end of year expectations in writing. All of these children exceeded the expected progress in writing.

Forces children in Year 5: (66% of the forces children in this cohort have an identified Special Educational Need which represents an additional barrier to learning.)

- 66% of Forces children were in line with end of year expectations in maths. 33% were above the expected level. 100% of these children exceeded the expected progress in maths with 66% making better than expected progress.
- 100% of Forces children were in line with end of year expectations in reading. 66% of these children exceeded the expected progress in reading. 100% made expected progress of which 66% made better than expected progress.
- 33% of Forces children were in line with end of year expectations in writing. 33% of these children exceeded the expected progress in writing.

Forces children in Year 6:

- 100% of Forces children were in line with end of year expectations in maths. 75% were above the expected level. 100% of these children exceeded the expected progress in maths with 75% making better than expected progress. **100% of these children made 2 levels progress in maths and 75% made 3 levels progress in maths**
- 100% of Forces children were in line with end of year expectations in reading. 75% of these children exceeded the expected progress in reading. 100% made better than expected progress in reading. **100% of these children made 2 levels progress in reading and 75% made 3 levels progress in reading.**

- 75% of Forces children were in line with end of year expectations in writing. 100% made better than expected progress in writing. **75% of these children made 2 levels progress in writing.**

Judgement – Outstanding Impact. This support will continue next year.

Support for CIC:

In 2013 - 2014, we had a very small number of children who qualified for pupil premium as CIC. These children all received 1:1 tuition for Literacy and some of these children received support for additional activities which promoted self-esteem and enabled children to develop positive attitudes to learning, thereby maximising their attainment.

These children are generally at or above age related expectations in Maths and Reading. Most made better than expected progress over the year in Reading, Writing and Maths and in some instances, outstanding progress was made

Judgement – Outstanding impact. This support will continue next year.

General TA Support

All children benefit from having another adult in the classroom during the morning sessions where the focus is on the core areas of the curriculum. This enables children to receive support to further their learning through carefully planned and delivered guided work and through some intervention group work

Year 2 – Key Stage 1 results

At the end of KS1, children need to be working within level 2 or above to be in line with national expectations. We are pleased with this year's results:

| | <u>Level 2 and above</u> | <u>Level 3</u> |
|----------------|---------------------------------|-----------------------|
| Maths | 93% (last year 91%) | 36 % (last year 36%) |
| Reading | 83% (last year 88%) | 34% (last year 30%) |
| Writing | 86% (last year 88%) | 18% (last year 15%) |

Although the number of children achieving level 2 in reading has dipped slightly, we are pleased with this result because more than a third of the year group needed to re-take the phonics screening check as they did not meet the standard in Year 1 (or have joined since with no score – mobile/ EAL) 86% of those who re-took the check passed. When you take this into account it is worth looking at the overall reading levels again – to achieve that many in level 2 when over 1/3 of the year group did not meet the standard in phonics in year 1 represents good progress in Year 2 and this is reflected in the % achieving level 2+ in reading.

We continue to see an increase in the % of children achieving level 3, which is pleasing as this has been a specific focus over this year.

Comparison of PP children with the rest of the cohort. (PP children are 21% of the cohort)

| | Maths | | Writing | | Reading | |
|---------------------|--------------|-----|----------------|-----|----------------|-----|
| | Lv2+ | Lv3 | Lv2+ | Lv3 | Lv2+ | Lv3 |
| Cohort | 92% | 36% | 86% | 18% | 83% | 34% |
| PP group | 89% | 32% | 89% | 5% | 79% | 21% |
| Non PP group | 94% | 34% | 84% | 21% | 84% | 36% |

There is no gap in the % of PP children achieving level 2 in maths or writing (indeed a greater % of the PP children achieved level 2 in writing than the non PP children.) There is a slight gap at level 2 in reading. During the academic year 2013-2014, there was a focus on raising the % of PP children achieving Level 3. We have certainly closed the gap between PP and non PP children at level 3 in maths and reading (based on last year's figures) but still need to focus on closing the gap in writing.

Year 6 – Key stage 2 results

In line with last year’s assessments, Maths and Reading have been marked externally and Writing has been teacher assessed. At the end of KS2, children need to be working within level 4 or above to be in line with national expectations. We are pleased with this year’s results:

| | <u>Level 4 and above</u> | <u>Level 5</u> |
|---------------------|---------------------------------|------------------------|
| Maths | 82% (last year 100%) | 45 % (last year 20%) |
| Reading | 87 % (last year 98%) | 35 % (last year 34.5%) |
| Writing (TA) | 87% (last year 93%) | 22% (last year 9%) |
| SPAG | 62% (last year 65%) | 36% (last year 35%) |

Our focus over this year was to increase the % of children achieving level 4+ in SPAG and achieving level 5 in writing – both of which we have done. However, we now need to continue to focus on increasing the number of children at level 5 overall, but particularly in writing

Comparison of PP children with the rest of the cohort. (PP children are 38% of the cohort)

| | Maths | | | | SPAG | | | | Writing (TA) | | | | | Reading | | | |
|---------------|--------------|-----|-----|----|-------------|-----|-----|----|---------------------|----|-----|-----|----|----------------|-----|-----|----|
| | L3 | L4 | L5 | L6 | L3 | L4 | L5 | L6 | B3 | L3 | L4 | L5 | L6 | L3 | L4 | L5 | L6 |
| cohort | 16% | 36% | 42% | 4% | 38% | 22% | 35% | 2% | 4% | 9% | 64% | 20% | 4% | 11% | 53% | 35% | 0% |
| PP | 24% | 29% | 43% | 5% | 14% | 33% | 38% | 0% | 5% | 5% | 71% | 19% | 0% | 5% | 62% | 29% | 0% |
| Non PP | 12% | 41% | 41% | 3% | 50% | 12% | 32% | 3% | 3% | 3% | 59% | 24% | 6% | 15% | 44% | 38% | 0% |

- In Maths there is a greater % of PP children at level 3. However, the % of PP children at level 5 and 6 is equivalent to the non PP children.
- A greater % of PP children achieved level 5 in the SPAG than non PP children.
- There are less PP children at level 5 and 6 in Writing than non PP children.
- During the academic year 2013-2014, there will be a focus on raising the % of PP children achieving Level 5 in writing..

Comparison of levels progress – PP compared to non PP

Writing

| | 2 levels | 3 levels | 4 levels |
|---------------|-----------------|-----------------|-----------------|
| cohort | 54% | 38% | / |
| PP | 52% | 38% | / |
| Non PP | 50% | 35% | / |

Reading

| | 2 levels | 3 levels | 4 levels |
|---------------|-----------------|-----------------|-----------------|
| cohort | 60% | 33% | / |
| PP | 62% | 33% | 5% |
| Non PP | 56% | 29% | / |

Maths

| | 2 levels | 3 levels | 4 levels |
|---------------|-----------------|-----------------|-----------------|
| cohort | 50% | 38% | 2% |

| | | | |
|---------------|-----|-----|----|
| PP | 38% | 38% | 5% |
| Non PP | 53% | 35% | ? |

- It can be seen that the **level progress by the PP children is at least as good and sometimes better** than the non PP children particularly in terms of making 3 levels progress.

It is very difficult to quantify the impact of additional adults in the classroom. However, lesson observation evidence makes it very clear that the quality of teaching is improved where teaching assistants make a **significant contribution** through carefully planned, well targeted group and individual work.

Judgement – Good impact. Teaching assistant support will continue next year.

Parent Support Assistants

In 2013-2014, we employed 1 parent support advisor during the Summer term. In that time 9 families were provided with support. This does not include families who may have called an open help line. The types of support has been varied from telephone conversations and attending meetings (attendance surgeries and SEN Parent Support group) to spending lengthy periods on a weekly and fortnightly basis with the parents of the children.

The provision has been:

- emotional support re. separating families, challenging behaviour
- support for setting of boundaries and behaviour strategies
- understanding the SEN processes
- supporting families with getting children to school
- signposting to support for transport, housing, mental health, domestic violence, young carers,
- passing on information to social care and locality teams
- providing information about parenting classes and SEN support, special activities for SEN children and their families
- support to complete forms relating to DLA

The impact of this support has been: better communication, improved attendance, improved emotional/economic states of children, improved behaviour in school and at home. It has also ensured parents are aware of expectations of the school and access to appropriate support.

Judgement – Good impact. This will continue next year.

Reading Recovery Programme

Children receiving this support would have extra tuition on concepts about print, strategies for reading including decoding and using contextual cues. They receive tuition for 4 x 30 mins per week for a period of 6 weeks. This equates to 12 hours support per child. They would be expected to make at least a sub level of progress in reading in the 6 weeks of intervention. In some instances, the intervention can be in place for a longer period of time.

12 children received support in the academic year 2013 - 2014. These children typically made 2 – 3 book bands progress during the 6 week intervention. 58% of the children made 2 sub –levels progress during this time.

Whilst this intervention has a good impact on the children that it involves, we would like to explore a reading intervention that has at least the same impact but can involve more children.

Judgement – Good impact but only on a limited number of pupils. This support will not continue next year.

1:1 Tutor Support

In 2013- 2014, 17 Year 6 children received support through 1:1 tuition for writing and 3 Year 6 children received 1:1 tuition for maths. These children are identified as those who require some extra support to achieve their expected attainment both within the current academic year and across the key stage. The children received direct teaching in Maths or Writing that is aimed at moving them quickly into the next sub level in writing, reading and/or maths.

Maths 1:1 tuition

- 33% made 2 sub levels progress in maths
- 66% made 3 sub levels progress in maths
- 100% made 2 levels progress from the end of KS1 to the end of KS2.

Writing 1:1 tuition:

- 6% made 1 sub levels progress in writing
- 35% made 3 sub levels progress in writing
- 47% made 4 sub levels progress in writing
- 12% made 5 sub levels progress in writing

- 6% made 1 sub level progress from the end of KS1 to the end of KS2
- 65% made 2 levels progress from the end of KS1 to the end of KS2.
- 24% made 3 levels progress from the end of KS1 to the end of KS2.

The role of the 1:1 tutor enhances and accelerates the progress the children would normally make in their own classes.

In addition to this, 1:1 support was provided for CIC children and a child who had missed a lot of school during the Spring and Summer Term due to extensive hospital stays. All of these children made good progress in maths and writing.

Judgement – Outstanding impact. This support will continue next year.

1:1 TA Support

This support comprises of teams of teaching assistants who aid the class teacher and SENCO to plan, deliver and assess specific support to individuals who have been identified either by the County, (statemented children) in line with their statement objectives, or the school in partnership with other professionals.

The individual support for these children provides:

- access to an individualised curriculum
- support and practise of/for communication skills
- development of skills to integrate appropriately with peers and access the building safely
- careful identification of learning achieved and next steps proactively planned for.
- In some cases it enabled them to receive the essential medical care including physiotherapy and monitoring of diabetes.
- close communication with professionals and parents as a direct result of individual provision.

During the 2013 -14 period there were 4 children with statements. Most of these children have made progress over time in maths, writing and reading.

The school identified a further 7 children who needed individual support for a range of needs. These children were in years 1 -6 and their level of need varied from medical to behaviour to complex learning needs.

Most of the 7 children receiving support identified by the school made progress over time in the areas of maths, reading and writing.

Judgement – Good impact. This will continue next year.

Care Team:

This support became necessary over the last few years due to the increasing number of children that we have in school with complex medical needs. These needs require medical support across the day and these children have often had lengthy stays in hospital across the year. Without this support, these children would not be able to access school successfully on a daily basis.

Only 1 child did not make expected progress across the year as they spent a significant proportion of the school year at home or in hospital. ALL of the other children made between 1 and 5 sub levels progress across maths, reading and writing.

Judgement – Good impact. This support will continue next year.

Behaviour Support Team:

This support was used across last year to enable a small number of children to access the curriculum due to their challenging behaviour. The support allowed them to integrate successfully with peers and allowed other children to maximise their own learning without interruption. The individual support for these children provided:

- access to an individualised curriculum in a dedicated teaching space when necessary
- support and practise of/for communication skills to verbalise emotions
- development of social skills to integrate appropriately with peers and access the building safely

- careful identification of learning achieved and next steps proactively planned for.
- close communication with professionals and parents as a direct result of individual provision.

Some of these children have successfully re-integrated into their peer groups and with continued support are making progress in their learning. Some of these children are now successfully placed in alternative provision with a view to integrate back into mainstream at a given point.

Judgement – Good impact. This support will continue next year

Basic Skills

In 2013- 2014, 10 children, from Year 3-5, received this support. Children receiving this type of support would be expected to make progress in writing and reading as identified in their IEP targets.

6/10 of the children made the expected progress in Writing. Of these, 3 children made 4 points or more progress in writing over the last year

4/10 of the children made the expected progress in Reading. Of these, 3 children made 4 points or more progress in reading over the last year.

Judgement – Limited impact. This support will not continue next year.

Speech and Language support (1:1):

In 2013-2014 17 children from Foundation Stage – Year 6 children had support throughout the year. This provision also supports referrals to the SAL therapist and therefore includes assessments and observations of other children during the year.

Children attending this type of support would be expected to develop their communication skills and therefore make progress **“across the board” in maths and literacy.**

FS supported children:

100% of the FS children achieved age related expectations in PSED, C and L and reading. 50% were below expectation in writing and numbers.

KS 1 supported children:

83% made expected progress in writing and maths. 71% made expected progress in reading. 17% made better than expected progress in all of these areas

KS2 supported children:

100% made expected progress in writing and maths. 75% made expected progress in reading.

Many of these children also receive other targeted teaching and interventions which have an impact on their attainment and progress. This support is invaluable in allowing them access to other areas of the curriculum.

Judgement – Good impact . This support will continue in the Autumn Term.

Mathematics Intervention.

In 2013 - 2014, 13 children in Year 4 and 7 children in Year 3 received this support. The support was for 1 hour every week for 6 weeks and focussed on the core skills of place value, number facts and using and applying this knowledge in different contexts.

46% of the Y4 children made at least expected progress of which 31% made better than expected progress.

71% of the Y3 children made at least expected progress of which 14% made better than expected progress.

Judgement: Good impact in Y3 and satisfactory impact in Y4. This support will continue next year but will be monitored very closely to see if it can have a greater impact on more of the target group.

Rapid Reads

In 2013 -2014, 8 children in Year 3 received this intervention. They had support for the use of a range of reading strategies, use of phonics and developing comprehension skills.

88% of the Y3 children made at least expected progress with 63% making better than expected progress. As a group they had a progress score of 3.8 pts compared to the rest of the cohort progress score of 3.3 pts.

Judgement: Good impact: This will continue and be extended into Y4

Freshstart

In 2013- 2014, 9 children in Year 5 had Freshstart intervention. This was small group intervention for pupils working below expected levels at the end of year 4. It focuses on the use of phonics and sound blending to access a text and the development of comprehension skills.

89% of the group made better than expected progress with 56% making the equivalent of 2 years progress or more across the year. As a group they had a progress score of 5.8 pts compared to the rest of the cohort progress score of 5 pts.

Judgement: Good impact. This support will continue next year

Additional Year 2 teacher:

During the first half of the Spring Term an additional teacher was bought in 4 mornings a week to boost the higher achieving children and to reduce group sizes to maximise targeted teaching across all groups. The targeted teaching focused on maths, reading and writing with a view to enabling more children to achieve level 2b+ and level 3.

Standards Forecast for end of Academic Year 2013-14 (in January 2014)

| Year 2 | Level 1 and below | Level 2C | Level 2B+ | Level 3+ |
|---------------|-------------------|---------------------------------|-----------|-------------------|
| % Reading | 11.2% | 16.8% 88.7% Lv2+ Nat: 87% | 71.9% | 19% Nat: 27% |
| % Writing | 11.2% | 16.8% 88.7% Lv2+ Nat: 87% | 71.9% | 16.8% Nat: 14% |
| % Mathematics | 8.9% (8 ch) | 16.8% 90.8% Lv2+ Nat: 87% | 74% | 16.8% Nat: 22% |

KS1 end of Academic Year 2013-14 (Actual at the end of the year).0

| Year 2 | Level 1 and below | Level 2C | Level 2B+ | Level 3+ |
|---------------|-------------------|-------------------------------|-----------|-----------------|
| % Reading | 17% | 7% 82.9% Lv2+ Nat: 87% | 76% | 34% Nat: 27% |
| % Writing | 13.6% | 15% 86% Lv2+ Nat: 87% | 71.5% | 18% Nat: 14% |
| % Mathematics | 6.8% | 12.5% 92% Lv2+ Nat: 87% | 79.5% | 36% Nat: 22% |

Planned provision for 2013 - 2014

Following the 2013-2014 academic year we evaluated the impact of all support/ interventions to determine impact and value for money. Basic skills and the reading recovery programme will not continue into the Autumn Term.

| Provision | Judgement Of Impact | Next steps |
|------------------------------|--|--|
| Induction Of Forces Families | Outstanding Impact. | This support will continue next year. |
| CIC support | Outstanding impact. | This support will continue next year. |
| General TA Support | Good impact. | Teaching assistant support will continue next year. |
| Reading Recovery programme | Good but limited impact | This will not continue next year |
| 1:1 tuition | Outstanding impact. | This support will continue next year. |
| 1:1 TA support | Good impact. | This will continue next year. |
| Basic skills | Limited impact. | This support will not continue next year. |
| Speech and Language | Good impact | This will continue next year. |
| Parent Support Advisor | Good impact. | This will continue next year. |
| Care Team | Good impact. | This support will continue next year. |
| Behaviour support team | Good impact. | This support will continue next year |
| Maths Intervention | Good impact in Y3 but satisfactory impact in Y4. | This support will continue next year but will be monitored very closely during the Autumn Term to see if it can have a greater impact on more of the target group. |
| Rapid reads | Good impact | This will continue and be extended into Y4 |
| Freshstart | Good impact. | This support will continue next year |

As a school, we have significantly closed the gap in the attainment of pupil premium and non-pupil premium children in maths and reading. Indeed, there are many examples where the pupil premium children are achieving at least as well, and in some cases better, than the non-pupil premium children. We have identified that where a gap in attainment exists, it is in writing. Therefore, we are endeavouring to explore a specific intervention that targets closing the gap in writing. This will take place in the Spring Term 2015.

The deployment of an extra trained teacher to deliver very targeted teaching to a specific group in a cohort had a huge impact on the achievement of pupils in Year 2 this year. This is a strategy we would like to use again and are considering where best to put this intervention over the coming year such that we impact on the greatest number of pupils.

We have also identified that each year there is a significant minority of children in Foundation Stage/ Year 1 that need speech and language support. We will invest money in this early intervention in the Autumn Term.