



Heene Church of England (Aided) First School

PUPIL PREMIUM STATEMENT 14/15

Pupil premium is allocated to schools in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Our current uptake of FSM is 16.3%, compared to the national average of 19%.

With the introduction of the Universal Infant Free School Meal for Year R, 1 and 2, we have tried to anticipate and encourage parents to apply where eligible for FSM and therefore to qualify for the pupil premium.

We are offering additional benefits/incentives to encourage eligible families to apply, once eligibility is confirmed families will receive;

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|---|---------------------------------------|
| – FREE UNIFORM ON ENTRY TO RECEPTION
(1xsweatshirt, 1xPE shorts, 1xPE T-shirt, 1xbookbag and 1xcap) | – SAVING £22.50 |
| – FREE UNIFORM EACH YEAR
(1xsweatshirt, 1xPE shorts, 1XPE t-shirt) each year | – SAVING £17.00 each year |
| – FREE SCHOOL MILK EVERY DAY | – SAVING approx £15 each term! |
| – FREE SCHOOL TRIPS | – SAVING £6.50 each trip |
| – FREE AFTER SCHOOL CLUBS
(Clubs are only available to Year 2 + Year 3) | – SAVING £10 per club |

PRICES QUOTED ARE CORRECT AT TIME OF PRINTING (SEPTEMBER 2014)

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.



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FOR 13/14 OUR ALLOCATION WAS £56,627. THIS WAS SPENT ON:

- The Headteacher and Deputy Headteacher taught in the Year 2 team taking extension and support groups in literacy and maths

- Small group tuition with a qualified teacher for children in need of targeted support in maths

- A Learning Mentor was employed full-time to work with vulnerable children, those at risk of exclusion, Looked After Children and any child who needed emotional support. She offered skilled support and intervention to those children who had been identified as having barriers to learning. The Learning Mentor also supported parents and ran a Parenting Group.

The Learning Mentor also ran an after school Board Games Club, supported by experienced Teaching Assistants. This was for invited children who were identified as requiring support with social skill, self-esteem etc.

An early morning Calm Start Group was also run by our Learning Mentor and experienced Teaching Assistants for invited children who needed time to settle in before school started officially.

The Learning Mentor was in the hall at lunchtime so that she could support the children across the year groups.

The Learning Mentor ensured that all children in Year 3 successfully participated in whole class violin lessons, delivered by peripatetic music teachers

- A Teaching Assistant with accreditation in 'Emotional Literacy and Attendance' supported children with behavioural needs, in small groups or 1:1, responding to personal circumstances as required

- Two Higher Level Teaching Assistants ran phonics intervention groups and maths intervention groups across the school

- Experienced Teaching Assistants trained new members of staff in running intervention groups

- Trained Teaching Assistants ran small group and one to one intervention groups to develop reading/phonics skills.

- Children eligible for Pupil Premium were offered free places at after school clubs, free school trips and free logoed items of school uniform.

- Children were offered half day courses at Davison's Youth University paid for by the school

- A private Speech Therapist worked with a Year 3 child

- A Counsellor/Play Therapist is employed to deliver 1:1 or small group counselling to children who are identified as having a need for this specialist intervention

IMPACT OF PUPIL PREMIUM 2013 TO 2014

- **Learning Mentor**

Our Learning Mentor worked with vulnerable children and any child who needed emotional or behavioural support. She gave skilled support and intervention to those children who were identified as having barriers to learning. The Learning Mentor also supported a number of parents.

Board Games Club was very successful. The children have learnt important skills such as turn-taking and sharing. They are more able to socialise and play with their peers, which is observed in class and around school with testimonials from teachers.

Children attending Calm Start were more able to settle quickly in the morning. Any worries were discussed and sorted out before school. Children started school ready to learn. This contributed towards the school achieving our 95% (95.6% for the year 2013/14) attendance target again.

Our Learning Mentor reinforced good manners and polite behaviour in the hall at lunchtime. The presence of our Learning Mentor in Year 3 violin lessons ensured that all children participated and achieved. Vulnerable children were included and had the same experience as their peers.

- **Behavioural Needs**

Small group work with our TA supporting children with behavioural needs has improved the children's ability to deal with their feelings and this has led to improved behaviour as observed around school and in the playground. Most of the children having this support are on the Special Educational Needs and Disability (SEND) register and need on-going support, but some children have short term contact which is flexible and responds to the needs of the child.

Early Years

- **Early Years Phonics Support Group - HLTA**

25 children received small group support in phonics over the year. Sessions were aimed at reinforcing the phonics and words they were learning in the classroom and building confidence and self-esteem.

- 8 children were Pupil Premium.
- 8 children were on the SEND Register - 2 children had Statements and 2 were on the SEND register at School Action Plus (SAP) for Communication and Interaction (CI), 3 were at School Action (SA) for Cognition and Learning (CL) and 1 child was at SA for Behaviour, Social and Emotional Support (BSE).
- 6 children were English as an Additional Language (EAL).

Out of the 25 children, 20 children (80%) achieved the intervention target which was for the children to recognise and recall all Phase 2 letter sounds and tricky words.

Impact

6 out of 8 Pupil Premium children achieved the target = 75%

5 out of 8 SEND children achieved the target = 63%

100% of the EAL children achieved the target.

Action –

For the 5 children who did not achieve the target to continue with Phonics intervention in Year 1 – 3 SEND (one with Statement), 2 SAP CI/PP

• **Early Years Fine Motor Control Group - HLTA**

24 children worked with the HLTA over the year on activities planned to improve their writing skills, including Therapeutic Putty.

- 10 children were Pupil Premium.
- 8 children were on the SEND register - 1 had a Statement, 3 were School Action for Cognition and Learning, 3 were School Action Plus for Communication and Interaction and 1 child was on the register for Behaviour, Social and Emotional Support.
- 4 children were English as an Additional Language.

Impact

Out of the 24 children, 4 children (20%) achieved the intervention target which was for the child to be working in the appropriate stage of development for their age.

1 out of the 10 Pupil Premium children achieved the target = 10%

1 out of the 8 SEND children achieved the target = 13%

0 of the 4 EAL children achieved the target

Action –

For the 20 children who did not achieve the target to continue to receive Fine Motor Control Support in Year 1. The provision for fine motor control will be extended in 2014 to 2015. Jump Ahead will also run as an intervention.

SEND

7 children are SEND, 1 with Statement, 1 BSE, 2 CI (1 of which was CLA) and 2 CL.

All to continue with Fine Motor Control Group and Jump Ahead work in Year 1.

• **Early Years Social Skills Group - HLTA**

13 children worked with the HLTA over the year on activities planned to improve their social skills, e.g. sharing, taking turns etc.

- 6 children were Pupil Premium.
- 4 children were on the SEND register - 2 had a Statement, 1 was School Action Plus for Communication and Interaction and 1 child was on the register for Behaviour, Social and Emotional Support.
- 5 children were English as an Additional Language.

Impact

Out of the 13 children, 7 children (54%) achieved the intervention target which was for the child to be working in the appropriate stage of development for their age.

4 out of the 6 Pupil Premium children achieved the target = 67%

2 out of the 4 SEND children achieved the target = 50%

4 of the 5 EAL children achieved the target = 80%

Action –

For the 6 children who did not achieve target to continue to receive support in Year 1

SEND

4 of the children who did not achieve the target are SEN

2 with Statements, 1 CI, 1 BSE - both receive 1:1 support as timetabled

Child BSE to continue to receive Learning Mentor Support

Child CI to receive support as needed from Learning Mentor

1 child who did not achieve target going on SEND Register for BSE

EAL

1 child who did not achieve target EAL - will continue to receive EAL support

- **Early Years Language Group - HLTA**

23 children worked with the HLTA over the year on language activities aimed to improve their speaking and listening and attention skills.

- 7 children were Pupil Premium.
- 11 children were on the SEND register - 2 had a Statement, 5 were School Action Plus for Communication and Interaction, 3 were on for Cognition and Learning and 1 child was on the register for Behaviour, Social and Emotional Support.
- 7 children were English as an Additional Language.

Impact

Out of the 23 children, 17 children (74%) achieved the intervention target which was for the child to be working in the appropriate stage of development for their age.

6 out of the 7 Pupil Premium children achieved the target = 86%

6 out of the 11 SEND children achieved the target = 55%

5 of the 7 EAL children achieved the target = 71%

Action –

6 children did not achieve target.

SEN/CI - 5 children

1 child has a Statement and is supported full time 1:1. This is to continue in Year 1.

4 of the 6 children who did not achieve the target are SEND/CI.

3 have Speech and Language programmes and 1 has been referred by the CDC to SALT. Programmes to continue as part of SEND provision.

EAL - 1 child

1 child is EAL and works with the EAL TA. EAL support to continue.

Year 1

• Year 1 Maths More Able - HLTA

9 children received small group support over the year concentrating on mental maths strategies linked to the class learning objective. Activities were provided in order to extend the children's mathematical reasoning and problem solving skills.

- 1 child was Pupil Premium.
- 0 children were on the SEND Register.
- 1 child was English as an Additional Language (EAL).

Impact

All 9 children achieved the intervention target which was for them to achieve 2C + at the end of Year 1 = 100%, 3 achieved a 2B = 33%

6 (67%) children made 4 Points Progress from Autumn Year 1 to Summer Year 1.
2 (22%) children made 6 Points Progress from Autumn Year 1 to Summer Year 1.
1 EAL child was new and had no previous data.

Action –

Children to continue receiving extension and challenging activities as part of their daily maths lessons/weekly targeted lesson with the Maths Coordinator.

• Year 1 More Able Literacy Group - HLTA

6 children worked with the HLTA over the year on reading comprehension higher order reading skills.

- 2 children were Pupil Premium.
- 0 were SEND
- 0 children were EAL

Impact

Out of the 6 children, 4 children (67%) achieved the intervention target which was for the children to achieve a 2B in a year 2 practice SATs paper at end of Year 1.

1 out of the 2 Pupil Premium children achieved the target = 50%

However, 5 children achieved a 2A Teacher Assessment and 1 child achieved a 2B Teacher Assessment.

2 (33%) children made 8 Points Progress from Autumn Year 1 to Summer Year 1.
4 (67%) children made 6 Points Progress from Autumn Year 1 to Summer Year 1.

Action

For the 2 children who did not meet the target to have quality teaching from class teacher in Year 2 to improve higher order reading skills and to be provided with extension/challenging activities as part of their weekly targeted lesson with the Head Teacher.

- **Year 1 Less Able Phonics - HLTA**

16 children worked with the HLTA in pairs, over the year on Phase 3 sounds.

- 4 children were Pupil Premium.
- 11 children were on the SEND register - 1 had a Statement, 3 was School Action Plus for Communication and Interaction, 5 were on for Cognition and Learning and 1 child was on the register for Behaviour, Social and Emotional Support.
- 3 children were English as an Additional Language.

Impact

Out of the 16 children, 14 children (86%) achieved the intervention target which was for the child to secure Phase 3 sounds to 'oo' and begin to recognise them in whole words for blending.

3 out of the 4 Pupil Premium children achieved the target = 75%

9 out of the 11 SEND children achieved the target = 82%

2 of the 3 EAL children achieved the target = 76%

Year 1 Phonics Test -

Out of the 16 children 14 were entered for the Phonics Test - 4 passed the Phonics Test = 29% (all achieved the intervention target).

2 children were disapplied from the Phonics Test - one with a Statement and the other SEN (SAP) CI/EAL - both children did not achieve the intervention objective but they both made personal progress.

Action

12 children to continue with interventions.

For the 2 children who did not achieve the intervention target or were disapplied from the Phonics Test to continue with Phonics intervention in Year 2.

For the 10 children who achieved the intervention target but did not pass the Phonics test to continue with intervention in Year 2.

Year 2

- **Year 2 in class and small group Teacher Tuition**

6 children worked with a teacher employed as an extra teacher in Year 2. Teaching focussed on writing skills in class during literacy lessons in order to provide the children with 1:1/small group teacher quality teaching.

- 1 child was Pupil Premium.
- 6 children were on the SEND register on for Cognition and Learning

Impact

All of the 6 children (100%) achieved the intervention target which was for the child to achieve the teacher set target for writing.

2 (33%) children made 8 Points Progress from Autumn Year 2 to Summer Year 2.

2 (33%) children made 6 Points Progress from Autumn Year 2 to Summer Year 2.

1 (17%) child made 4 Points Progress from Autumn Year 2 to Summer Year 2.

1 (17%) child made 2 Points Progress from Autumn Year 2 to Summer Year 2.

Action

For the children to continue receiving support from a qualified teacher as an extra in English lessons in Year 3.

The child that made 2 Points Progress is being assessed by the Learning Inclusion Support Team.

- **Year 2 Phonics Less Able Teacher Tuition**

Over the year 26 children worked with a teacher employed as an extra teacher in Year 2. The children had failed the Year 1 Phonic test.

- 8 children were Pupil Premium.
- 11 children were on the SEND register - 4 were on School Action Plus for Communication and Interaction, 6 were on for Cognition and Learning and 1 child was on the register for Behaviour, Social and Emotional Support.
- 6 children were English as an Additional Language

Impact

Out of the 26 children, 20 children (77%) achieved the intervention target which was for the child to pass the Year 2 Phonics Test.

6 out of the 8 Pupil Premium children achieved the target = 88%

6 out of the 11 SEND children achieved the target = 55%

4 of the 6 EAL children achieved the target = 67%

1 of the EAL children achieved 31 out of 32.

Action

For the 6 children to continue receiving phonic interventions in Year 3.

(5 of the 6 that did not pass the Year 2 Phonics Test were SEND.

The 2 EAL children will receive EAL support and phonic support.)

- **Year 2 Maths More Able - HLTA**

11 children received small group support over the year concentrating on mental maths strategies linked to the class learning objective. Activities were provided in order to extend the children's mathematical reasoning and problem solving skills.

- 2 children was Pupil Premium.
- 0 children were on the SEND Register.
- 3 children were English as an Additional Language (EAL).

Impact

7 children achieved the intervention target which was for them to achieve their teacher set Summer target.

1 out of the 2 Pupil Premium children achieved the target = 50%

1 of the 3 EAL children achieved the target = 33%

2 (18%) children made 12 Points Progress from Autumn Year 2 to Summer Year 2.
2 (18%) children made 10 Points Progress from Autumn Year 2 to Summer Year 2.
5 (45%) children made 8 Points Progress from Autumn Year 2 to Summer Year 2.
1 (9%) children made 6 Points Progress from Autumn Year 2 to Summer Year 2.
1 EAL boy had not previous data. He achieved a 3C

Action

Children to continue receiving extension and challenging activities as part of their daily maths lessons/weekly targeted lesson with the Maths Coordinator.

- **Year 2 Maths Less Able - Teacher Tuition**

Over the year 14 children worked with a teacher who was employed to work with small groups concentrating on improving basic maths skills and concepts linked to the class learning objective.

- 6 children was Pupil Premium.
- 5 children were on the SEND Register.
- 3 children were English as an Additional Language (EAL).

Impact

13 children achieved the intervention target which was for them to achieve their teacher set Summer target.

All of the Pupil Premium children achieved the target = 100%

All of the SEN children achieved the target = 100%

All of the EAL children achieved the target = 100%

7 (50%) children made 8 Points Progress from Autumn Year 2 to Summer Year 2.

4 (29%) children made 6 Points Progress from Autumn Year 2 to Summer Year 2

1 (7%) child made 4 Points Progress and he did not achieve his Summer target.

1 EAL boy had no previous data. He achieved a 2B.

1 SEND girl (SA/CI) had no previous data. She achieved a 2C.

Action

Child who did not achieve target to have First Class @ Number in Year 3.

Children who achieved Level 2C to have First Class @ Number in Year 3.

Year 3

- **Year 3 Direct Phonics - HLTA**

8 children worked with the HLTA on this intensive programme incorporating phonics, spelling and high frequency words.

- 3 children was Pupil Premium.
- 2 children were on the SEND Register.
- 2 children were English as an Additional Language (EAL).

Impact

All children achieved the intervention target which was for them to be able to spell the full list of High Frequency Words in the programme = 100%

All of the Pupil Premium children achieved the target = 100%

All of the SEN children achieved the target = 100%

All of the EAL children achieved the target = 100%

Action

To continue to track the children's progress and identify any gaps.

Intervention and support to continue if required.

• **Less Able Phonics Year 3 - Out of Class TA**

7 children continued to work on gaps in their phonic knowledge.

- 2 children were Pupil Premium.
- 3 children were on the SEND Register.
- 2 children were EAL.

Impact

2 out of the 7 children achieved the intervention target which was for them to pass the 2014 Phonics Test.

1 out of the 2 Pupil Premium children achieved the target = 50%

None of the SEN children achieved the target.

1 out of the 2 EAL children achieved the target = 50%

Action

To inform the child's Middle School and recommend further intervention and support in Year 4.

• **Spelling Strategies Year 3 - Out of Class TA**

8 children continued to work on gaps in their phonic knowledge.

- 2 children were Pupil Premium.
- 2 children were on the SEND Register.
- There were no EAL children in the group.

Impact

All of the children achieved the target which was for them to achieve the spelling target in the last 3 consecutive sessions.

Both of the 2 Pupil Premium children achieved the target = 100%

Both of the SEN children achieved the target = 100%

Action

To inform the child's Middle School that the children have had intervention and recommend further intervention and support in Year 4 if identified.

- **Davison High School Youth University**

Although we offered the parents of 20 children the opportunity to take their child to a Saturday or Half Term activity session, the uptake was disappointing. However, the 2 children that did attend enjoyed the experience, and they attended twice during the year. Feedback from parents and children was very positive.

- **Pupil premium Children - Take up of free uniform, trips and school clubs**

The vast majority of new entrants into Early Years took up the offer of a free set of logoed uniform. Some parents of children in other year groups claimed their free sweatshirts and PE shorts/t-shirts during the year.

Children attended clubs and took part in school trips free of charge throughout the year. If parents paid, they were refunded the whole amount.

September 2014

FOR 14/15 OUR ALLOCATION IS £88,900. THIS IS BEING SPENT ON:

- A Learning Mentor will be employed, full-time, to work with vulnerable children, those at risk of exclusion, Children Looked After and any child who need emotional support. She will offer skilled support and intervention to those children who have been identified as having barriers to learning. The Learning Mentor will also support parents and will be offering a Parenting Group.

The Learning will also run an after school Board Games Club, supported by experienced Teaching Assistants and an Higher Level Teaching Assistant (HLTA). This is for invited children who are identified as requiring support with social skills, self-esteem etc.

An early morning Calm Start Group will also be run by our Learning Mentor and experienced Teaching Assistants for invited children who need time to settle in before school starts officially.

The Learning Mentor will be in the hall at lunchtime so that she can support the children across the year groups.

The Learning Mentor will ensure that all children in Year 3 successfully participate in whole class guitar lessons, delivered by peripatetic music teachers.

- A Teaching Assistant with accreditation in 'Emotional Literacy and Attendance' will support children with behavioural needs, in small groups or 1:1, responding to personal circumstances as required.
- Experienced Teaching Assistants and HLTAs will train new members of staff in running intervention groups.
- Two Higher Level Teaching Assistants will run Phonics, English and Maths intervention groups for children of lower and higher ability across the school.
- A qualified teacher will be employed to work in Years 2 and 3 one morning a week. She will support a group of children with their writing skills, working alongside the class teacher.
- A qualified teacher will be employed 3 mornings a week to work in Years 2 and 3 in order to support identified children with their phonics, and writing skills.
- Trained Teaching Assistants will run small group and one to one intervention groups to develop phonic, spelling and fine motor control skills across the school.
- The Headteacher and Deputy Headteacher will teach in the Year 2 team taking extension and support groups in English and Maths.

- Our Playground Leader will run Jump Ahead groups in Years 1, 2 and 3 in order to improve gross and fine motor control.
- An experienced Teaching Assistant who is not class based will run the following intervention groups in Early Years: Language skills, Fine Motor Control, Social Skills and Jump Ahead.
- Children eligible for Pupil Premium will be offered free places at after school clubs, free school trips and free logoed items of school uniform (on entry into Year R – sweatshirt, PE shorts, PE t-shirt, book bag and cap and subsequent years sweatshirt, PE shorts and PE t-shirt).
- Children will be offered half day courses at Davison's Youth University paid for by the school.
- Planned Locality Gifted and Talented workshops will be funded from Pupil Premium if applicable.
- A Counsellor/Play Therapist is employed to deliver 1:1 or small group counselling to children who are identified as having a need for this specialist intervention