



Review of Achievement/Attainment for Children falling into Pupil Premium 2014/15

Pupil Premium Grant was funded in 2014/15 according to the number of children in the following categories:

- * Free School Meals
 - * Looked After by the Local Authority
 - * Forces Children
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Pupil Premium Expenditure

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. This information should now be published on the school website. Please see below for information regarding how the pupils premium was spent in the last financial year, the impact of this funding, and the plans for future spending.

The governors at St Columb Major Academy recognise that not all pupils who are socially disadvantaged are registered or qualify 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 social disadvantaged. We do in addition, support the funding of many interventions/support programmes from the Academy's main budget from which all children can benefit. Many pupils who qualify for the PPG fall into more than one vulnerable group – benefiting from a range of provision to meet their needs.

St Columb Major Academy receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled over the last five years, and for any Looked After Children.

We are required to publish online information about how we have used the premium.

The number of pupils on roll at January 2014 was 332. The total number eligible for PPG was 63 (19%) with a National Average of 26.8%. The amount of PPG received for FSM and Ever 6 is £1300 per pupil. Therefore the total amount of PPG received was £81,900.

St Columb Major's Pupil Premium Grant for 2014/15 is:

At St Columb Major Academy:

Effective teaching and learning was monitored across the school and this has been a major factor in our school improvements. Through our targeted interventions we are successfully eliminating barriers to learning and progress.

The focus has been on Punctuation, Grammar, Story Writing, Speech & language, Phonics, & Social skills, as well as continuing to support further learning intervention programmes to help children reach their potential and provide specialist Teaching Assistant support with priority for vulnerable pupils.

This analysis of educational achievement/attainment, by intervention, through the 2014-15 academic year, shows the impact of the funding on the pupils in respect of those for whom the grant funding was allocated.

Number of Pupils and Pupil Premium Grant received	
Total number of pupils on roll (as at January 2014)	332
Total number of Pupils eligible for PPG	63
Amount of PPG received for FSM	£1300 per pupil
Amount of PPG received for Ever 6	£1300 per pupil
Total Amount of PPG received	£81,900

Interventions and Costings – 2014/15			
Project/Programme	Cost	Objective	Outcome
Online support programmes – Mathematics, Phonics Bug Club & E Schools	£1,136	Pupils’ access to the online learning environments consolidates their learning both at home and in school.	Mathletics has again been very successful in raising the standards of mental maths strategies. This shows particularly with our KS1 result. The eschools platform is available for all parents across the school
Social Skills programme	£2,500	To provide social & emotional development skills	Cooking, Arts & Crafts and Climbing are examples of activities that have had real success in motivating and giving children the confidence to participate in all classroom activities
Funfit programme	£3,000	The aim of Fun Fit is to improve pupils’ co-ordination and underlying postural stability and balance.	Large group of children have really benefitted from daily session. This has hugely improved confidence and co-ordination although not always had a huge impact on points progress in the core subjects
1:1 Speech & Language	£3,200	Individual targeted support for those pupils identified with S & L difficulties	This has been led by a team of Speech and Language therapists from the LA. The success of the previous year has meant smaller groups but is effective for those involved.
General/Additional TA Support	£132,300	High quality and dedicated TAs supporting individual, groups and classes of pupils	This has allowed groups and individuals in each of the classes to make more than expected progress & be part of catch up programmes
1:1 TA Support	£42,200	High quality from TAs with a specialist knowledge	High quality support has ensured that all pupils involved have made more than expected progress
Dyslexia programme	£4,500	Individualised support from SENCo and TA	The dyslexia programme has fully supported a group of identified pupils on a daily basis. The results have shown that the pupils who found reading difficult are now enjoying reading more than ever. Good progress can be seen as well
Better Reading	£7,500	High quality TA support provided to small groups of pupils identified as making below average progress	Teaching assistants have been officially trained to work with pupils who have made less than expected progress
Sub-Total	£196,336		
Pupil Premium allocations received	£81,900		
Budget allocation from the Academy’s main budget	£114,436		

All pupils benefit from TA support within the classroom during a morning session where the teaching focus is based on the care areas of the curriculum. This enables pupils to receive support to further their learning through well planned & targeted work.

Lesson observation evidence makes it very clear that the quality of teaching has improved where TA’s make a significant contribution through carefully planned, well targeted and individual work.

Interventions

TAs worked in each class on a 1:1 basis or with a small group. This allows all pupils to have swift support in closing the gap with areas not fully understood in Reading, Writing or Maths on a daily basis. The digital technology has provided pupils with improved access to the curriculum in supporting their physical needs. The increased use of technology through ipads and laptops has supported groups of children in their learning.

Judgement – Good impact. Support through digital technology will be continued and enhanced.

Dyslexia Programme:

In 2014-15 1:1 Intervention support was put in place for pupils assessed under the Dyslexia Identification Needs. The SENCo and a designated TA deliver a weekly learning programme providing individualised support which includes:

- Reading and retelling stories.
- Precision Phonics
- What's in the box, memory skills.
- Mnemonics with visual stimulus, fine motor skills and recall.
- Blends and word recognition using sound, songs and actions.
- Spellings.
- Handwriting practice.
- Sentence building.
- Individual IEP target support.

Judgement – Good impact. This programme of support will continue again throughout the next academic year.

Funfit:

In 2014-15 3 pupils received this support. These pupils with additional learning needs have made significant improvement in their social and emotional development as a result of attendance at Funfit activities.

Judgement – Good impact – these activities will continue next year with Teaching Assistants working with their 1:1.

Speech and Language support (1:1):

In 2014-15 12 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.

We would hope that the majority of pupils receiving this type of support would be expected to develop their communication skills and therefore make progress inline with National expectation .

This initiative proved successful as all of the children attending these sessions were able to express themselves more confidentially during Literacy & Numeracy lessons throughout the year.

Judgement – Good impact. This support will continue next year, especially in the EYFS & Yr 1.

General TA Support

All pupils benefit from having another adult in the classroom during the morning sessions when the focus is on the core areas of the curriculum. This enables pupils to receive support to further their learning through carefully planned and delivered guided group work and individual work. Class teachers are also planning daily Interventions within the classroom during these morning sessions.

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 very pleased with this year's results:

KS1 end of Yr 2 results	Level 2 & above		Level 3	
	Maths	57	100%	57
Reading	57	91%	57	37%
Writing	57	93%	57	14%

The 3yr Rolling average shows an increase in the % of children working at level 2+ in all 3 areas for the third year running. Scores are above National Expectations.

Year 6 – Key stage 2 results

At the end of KS2, children need to be working within level 4 or above to be in line with national expectations. We are very pleased with the progress made by this cohort:

KS2 – end of Yr 6 results	Level 4 & above		Level 5		Level 6
	Maths	43	77%	43	47%
Reading	43	79%	43	40%	
SPaG	43	65%	43	53%	5%
Writing (TA)	43	84%	43	33%	

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 are engaged in targeted group and individual work.

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

	Disadvantaged pupils	National % making Expected Progress
Percentage of pupils making at least 2 levels of progress in Reading	85%	91%
Percentage of pupils making at least 2 levels of progress in Writing TA	95%	94%
Percentage of pupils making at least 2 levels of progress in Maths	88%	90%

Percentage of disadvantaged pupils achieving expected progress			
	School	School Other	National Other
Maths	88%	88%	91%
Reading	81%	88%	92%
Writing	94%	96%	95%
Percentage of disadvantaged pupils achieving more than expected progress			
	School	School Other	National Other
Maths	13%	44%	37%
Reading	50%	17%	33%
Writing	50%	25%	37%

Judgement: This aspect needs to be reviewed to improve the outcomes

Tracking of pupil progress over time is rigorous and enables us to promptly identify any dips and develop strategies and interventions to promote improvement.

The support is appropriate and effective for all pupils. We monitor carefully the impact of support given to pupils to ensure their learning success.



St Columb Major Academy

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