



## **Pupil Premium Grant Report to Parents 2013/14**

The Pupil Premium is funding that is allocated to schools for pupils from low income families who are known to be eligible for free school meals or have been eligible for free school meals at any time over the previous 6 years. Schools are able to use this funding as they see fit but are required to report on how the money is spent.

The national trend is that pupils who are eligible for free school meals have lower achievement than those who are not eligible. The Pupil Premium grant is to be used to help narrow this gap.

At Colham Manor Primary School, we believe that all pupils should be supported to achieve their potential. We are committed to using the resources made available to us to help achieve the best outcomes for all learners. In 2013-14, 43% of our pupils were eligible for free school meals. This was considerably higher than Local authority and National Averages. Our Pupil Premium allocation was £177,300.

### **Principles informing the use of the PPG**

- School provision should meet the needs of all learners
- A range of factors can be used to categorise pupils as being socially disadvantaged, including those that are eligible for free school meals or have been eligible for free school meals at any time over the last 6 years (FSM) and looked after children (LAC).
- Pupils eligible for free school meals sometime can have other factors that can be a barrier to learning (e.g. special educational needs)
- The school will strive to ensure that vulnerable and disadvantaged pupils have their needs quickly identified and addressed
- The Pupil Premium Grant (PPG) will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.
- A high priority focus for spending of the PPG will relate to securing the best rates of progress for vulnerable and disadvantaged pupils.

## **Pupil Premium Grant Expenditure 2013-14**

### **Part 1**

#### **Pupil Profile**

<b>Figures as of April 2014</b>	<b>Number</b>	<b>%</b>
<b>Pupils on Role (not including Nursery)</b>	564	N/A
<b>Pupils eligible of FSM</b>	244	34%
<b>Number of pupils classified as LAC</b>	8	1.5%
<b>Total amount of PPG received</b>	£177,300	

#### **Breakdown by year group**

<b>Year Group</b>	<b>Number of Pupils</b>	<b>Pupils entitled to FSM</b>	
		<b>Number</b>	<b>%</b>
<b>Reception</b>	87	35	41%
<b>Year 1</b>	90	38	39%
<b>Year 2</b>	88	37	43%
<b>Year 3</b>	87	41	49%
<b>Year 4</b>	87	33	39%
<b>Year 5</b>	53	22	44%
<b>Year 6</b>	72	38	54%

### **Part 2**

#### **PPG received £177,300**

#### **Spending of PPG 13/14**

##### **Spending of the Pupil Premium 13/14 included:**

- Funding to provide additional speech and language support in EYFS. This was carried out as a result of screening tests using 'Language Link' which identified a high level of need.
- Additional teacher (SENCo) for the Y6 classes to provide parallel groups for literacy and numeracy lessons with the children benefiting from smaller teaching groups.
- Targeted group work delivered by teachers.
- Y6 focus booster groups for reading, writing and maths. These will be delivered before and after school to specific targeted pupils.
- Half term and Easter school groups for Y6 pupils. These are sessions in reading, writing and maths to provide specific support for identified pupils.
- 1:1 specific support provided by teachers to specific targeted pupils. Sessions generally take place at the end of the school day.
- Appointment of an additional Learning Mentor to work with identified 'vulnerable' pupils and families.
- Funding of additional TA support in class.
- Additional funding to continue to develop the strength of our catering department, providing high quality food for FSM and other pupils.
- Funding of additional TAs as part of the Inclusion team specifically for high impact intervention where pupils have fallen behind or where pupils have a specific learning difficulty identified.
- Providing subsidy for educational trips / visits.
- Providing a range of extra curricular clubs for pupils.
- Providing free breakfast club places for vulnerable pupils.

- Providing after school / holiday care for vulnerable pupils.
- Providing significant subsidy for several disadvantaged pupils to attend Y6 residential visit and provide equipment for pupils.
- Providing some 1:1 teaching assistant support for specific pupils

### **Part 3**

#### **Summary of the impact of the PPG Spending**

The following information will explain the number of pupils in each year group that are working at National expectations for their age in reading, writing and maths.

APS progress indicators will give progress figures for Y1-6 pupils. APS scores are ways that pupils' progress is measured. A pupil should be making 3 points progress each academic year.

#### Reception

% Pupils achieving expected standard or exceeding the expected standard in each area.

<b>Area of EYFSP</b>		<b>% All pupils</b>	<b>% FSM pupils</b>
<b>Personal, Social and Emotional Development</b>	Self Awareness	69%	56%
	Managing Feelings and Behaviour	70%	56%
	Making relationships	71%	52%
<b>Reading</b>		69%	59%
<b>Writing</b>		62%	44%
<b>Number</b>		63%	52%
<b>Good Level of Development</b>		51%	41%

Pupils make very good progress from low starting points upon joining our Nursery.

Pupils in the areas above perform generally just below national expectations.

In 2014 FSM pupils performed at a level below that of their peers. The biggest gaps were in PSED (making relationships) and writing although many pupils made good progress from their starting points.

## Year 1

### Pupils achieving National Expectations (L1a+)

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	56%	53%	64%
<b>Writing</b>	50%	56%	56%
<b>Maths</b>	63%	61%	72%
<b>Read at 6 Phonics screening</b>	76%	72%	83%

### Progress of Pupils

The following table shows the average point score progress made by all pupils and FSM pupils in Y1 during the year.

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	5.1	5.0	5.5
<b>Writing</b>	5.5	5.4	5.7
<b>Maths</b>	5.7	5.6	5.9

FSM pupils have made progress in line with and above their peers over the course of the year in all subjects. The % of FSM pupils working at national expectations is above non FSM pupils in all subjects. FSM pupils achieved higher on the 'Read at 6' phonics screener than Non FSM pupils.

## Year 2

### Pupils achieving National Expectations (L2b+)

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	69%	71%	69%
<b>Writing</b>	53%	60%	43%
<b>Maths</b>	71%	71%	73%

### Progress of Pupils

The following table shows the average point score progress made by all pupils and FSM pupils in Y2 during the year.

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	4.3	4.3	4.1
<b>Writing</b>	3.6	3.7	3.6
<b>Maths</b>	4.1	4.2	3.7

FSM pupils have attainment that is slightly below their peers in reading and writing but above in maths. More FSM pupils are working at national expectations in reading and maths than in writing. FSM pupils have made good progress in all subjects, and progress has been broadly in line with that of their peers.

### Year 3

Pupils achieving National Expectations (L2a+)

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	79%	88%	64%
<b>Writing</b>	59%	67%	40%
<b>Maths</b>	79%	89%	60%

### Progress of Pupils

The following table shows the average point score progress made by all pupils and FSM pupils in Y3 during the year.

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	3.6	3.7	3.1
<b>Writing</b>	2.8	2.8	2.6
<b>Maths</b>	2.4	2.4	2.2

There are less FSM pupils working at national expectations in all subjects with the biggest gap being in writing. Progress of FSM pupils is broadly in line with their peers.

## Year 4

### Pupils achieving National Expectations (L3b+)

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	65%	73%	41%
<b>Writing</b>	54%	61%	30%
<b>Maths</b>	63%	72%	30%

### Progress of Pupils

The following table shows the average point score progress made by all pupils and FSM pupils in Y4 during the year.

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	3.1	3.0	3.0
<b>Writing</b>	3.4	3.3	3.1
<b>Maths</b>	3.2	3.6	3.6

The number of FSM pupils working at national expectations is significantly lower than their peers. More FSM pupils are working at national expectations in reading than in writing or maths. FSM pupils have made expected progress during the year. The progress of FSM pupils has been in line with that of their peers in all subjects.

Our Challenge the Gap project for 2014/15 will focus on the FSM pupils in this year group.

## Year 5

### Pupils achieving National Expectations (L3a+)

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	75%	73%	76%
<b>Writing</b>	68%	70%	63%
<b>Maths</b>	74%	73%	75%

### Progress of Pupils

The following table shows the average point score progress made by all pupils and FSM pupils in Y5 during the year.

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	3.9	3.4	4.3
<b>Writing</b>	3.2	3.2	3.3
<b>Maths</b>	3.1	3.1	3.0

The number of FSM pupils working at national expectations is above their peers in reading and maths, but below their peers in writing. The progress of FSM pupils is significantly higher than their peers in reading and in line with their peers in writing and maths.

### Year 6

Pupils achieving National Expectations (L4b+)

<b>Subject</b>	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	89%	98%	72%
<b>Writing</b>	90%	98%	80%
<b>Maths</b>	96%	98%	92%
<b>Spelling and Grammar</b>	82%	91%	80%

### Progress of Pupils

The following tables show the percentage of pupils making 2 and 3 levels progress from KS1 to KS2. 2 levels progress is the expected level of progress and 3 levels progress is higher than expected level of progress.

<b>Subject</b>	<b>2 Levels Progress</b>		
	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	91%	98%	78%
<b>Writing</b>	100%	100%	100%

<b>Maths</b>	95%	98%	91%

<b>Subject</b>	<b>3 Levels Progress</b>		
	<b>All pupils</b>	<b>Non FSM Pupils</b>	<b>FSM pupils</b>
<b>Reading</b>	50%	58%	35%
<b>Writing</b>	61%	61%	61%
<b>Maths</b>	45%	46%	43%

The attainment of FSM pupils has been below their peers in all subjects during the course of the year, with the biggest gaps being in reading and writing. More FSM pupils are working at national expectations in maths. Although attainment of FSM pupils is below that of their peers, progress is good in writing and maths. Progress of FSM pupils is in line with and their peers in writing and maths and above previous national averages. Progress in reading is slightly below their peers but in line with and above national averages from previous years.

#### **Part 4**

#### **Spending of PPG 14/15**

The Government have announced that PPG will be funded at £1300 per pupil for the financial year 14/15. This will present the school with a significant increase in PPG for 14/15.

#### **PPG received - £292,500**

#### **Spending of the Pupil Premium 14/15 will include:**

- Bursary of £75 per pupil entitled to FMS. Parents can spend £75 on items through school that will support their child's education.
- Engagement in the 'Closing the Gap' programme facilitated by Challenge Partners. This programme provides additional intensive support for 15 year 5 FSM pupils. It is our intention to spend additional funds cascading this into other year groups once it has been embedded effectively and impact is clear.
- Funding to provide additional speech and language support in EYFS. This has been carried out as a result of screening tests using 'Language Link' which identified a high level of need. This has previously proved successful.
- Use of Assistant Headteacher to teach additional groups in Y6, thus decreasing the number of pupils in each group and accelerating progress of all pupils.



- Use of Deputy Headteacher and Assistant Headteacher to teach Additional maths sessions in Y4 and 5 where the need to accelerate progress is greatest.
- Y6 focus booster groups for reading, writing and maths. These will be delivered before and after school to specific targeted pupils.
- Half term and Easter school groups for Y6 pupils. These are sessions in reading, writing and maths to provide specific support for identified pupils.
- 1:1 specific support provided by teachers to specific targeted pupils. Sessions generally take place at the end of the school day, although can take place prior to school if it is more suitable for parents.
- Funds to pay for catering where we provide breakfast / refreshments for children either before or after school to attend additional tuition or booster.
- 1:1 support and booster support for teachers and teaching assistants to carry out additional tuition for Year 2 pupils. This will be targeted specifically at pupils with the greatest level of need.
- Appointment of an additional Learning Mentor to work with identified 'vulnerable' pupils and families.
- Funding of additional TA support in class prioritising year groups where attainment and progress of FSM pupils has been low.
- Funding of additional TAs as part of the Inclusion team specifically for high impact intervention where pupils have fallen behind.
- Providing subsidy for educational trips / visits.
- Providing a range of extra curricular clubs for pupils. These will include cookery sessions.
- Providing free breakfast club places for vulnerable pupils.
- Providing after school / holiday care for vulnerable pupils.
- Providing significant subsidy for several disadvantaged pupils to provide equipment for the Y6 residential visit.

A number of these initiatives have shown significant impact over several years and are programmes / initiatives that we have used previously.

This year we have added a number of new initiatives with the aim of continuing to raise the attainment of FSM pupils and close any gap that may exist between them and their peers.

S. Hawley – Sept 14  
Headteacher