



## **Pupil Premium Grant Report to Parents 2014/15**

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 2014-15, 42% of our pupils were eligible for Pupil Premium Grant Funding. This was considerably higher than the National Average (27%). Our Pupil Premium allocation was £292,500

### **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 (PPG) 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 2014/15**

### **Part 1**

#### **Pupil Profile**

<b>Figures as of April 2015</b>	<b>Number</b>	<b>%</b>
<b>Pupils on Role (not including Nursery)</b>	551	N/A
<b>Pupils eligible of PPG</b>	213	39%
<b>Number of pupils classified as LAC</b>	5	1%
<b>Total amount of PPG received</b>	£292500	

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

<b>Year Group</b>	<b>Number of Pupils</b>	<b>Pupils entitled to PPG</b>	
		<b>Number</b>	<b>%</b>
<b>Reception</b>	72	22	31%
<b>Year 1</b>	86	39	45%
<b>Year 2</b>	87	44	51%
<b>Year 3</b>	79	30	38%
<b>Year 4</b>	86	32	37%
<b>Year 5</b>	83	27	33%
<b>Year 6</b>	58	27	47%

### **Part 2**

#### **PPG received £292,500**

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

##### **Spending of the Pupil Premium 14/15 included:**

- 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 PPG 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 PPG 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.

### **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>% PPG pupils</b>
<b>Personal, Social and Emotional Development</b>	Self Awareness	79%	80%
	Managing Feelings and Behaviour	85%	90%
	Making relationships	89%	90%
<b>Reading</b>		71%	65%
<b>Writing</b>		67%	60%
<b>Number</b>		82%	75%
<b>Good Level of Development</b>		64%	60%

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 2015 PPG pupils performed at a level in line with that of their peers. The biggest gaps were in reading and writing. In some areas, the attainment of PPG pupils was above that of their peers. Many pupils made good progress from their starting points.

It is also worth noting that it has been very difficult to identify PPG pupils due to all EYFS and KS1 pupils being entitled to universal PPG. Despite many initiatives tried by the school, only 20 pupils in the EYFS have registered as being entitled to PPG

### Year 1

#### Pupils achieving National Expectations (L1a+)

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	63%	74%	49%
<b>Writing</b>	49%	57%	38%
<b>Maths</b>	76%	85%	59%
<b>Read at 6 Phonics screening</b>	82%	87%	76%

#### Progress of Pupils

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

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	5.4	5.8	5.4
<b>Writing</b>	4.1	4.1	4.3
<b>Maths</b>	4.3	4.6	4.5

PPG pupils have made progress in line with and above their peers over the course of the year in writing and maths, but slightly below that of their peers in reading. The % of PPG pupils working at national expectations is slightly below non PPG pupils in all subjects. PPG pupils achieved slightly lower on the 'Read at 6' phonics screener than Non PPG pupils. PPG pupils at Colham Manor significantly exceeded the attainment of PPG pupils nationally (National PPG 2014 – 63%. CMPS PPG 2015 – 76%)

### Year 2

Pupils achieving National Expectations (L2b+)

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	76%	71%	80%
<b>Writing</b>	60%	57%	64%
<b>Maths</b>	79%	74%	84%

### Progress of Pupils

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

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	5.6	5.5	5.7
<b>Writing</b>	4.6	4.7	4.9
<b>Maths</b>	4.9	4.0	6.0

PPG pupils have attainment that is above their peers in reading, writing and maths. More PPG pupils are working at national expectations in reading and maths than in writing. PPG pupils have made good outstanding in all subjects, and progress has been above that of their peers.

### Year 3

Pupils achieving National Expectations (L2a+)

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	72%	74%	70%
<b>Writing</b>	61%	61%	62%

<b>Maths</b>	80%	79%	81%
--------------	-----	-----	-----

#### Progress of Pupils

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

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	3.4	3.4	3.2
<b>Writing</b>	3.2	3.0	3.2
<b>Maths</b>	3.4	3.4	3.2

The attainment and progress of PPG pupils is in line with their peers in all subjects.

PPG pupils make good progress in all subjects.

#### Year 4

Pupils achieving National Expectations (L3b+)

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	67%	70%	63%
<b>Writing</b>	60%	70%	51%
<b>Maths</b>	65%	76%	56%

#### Progress of Pupils

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

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	3.8	3.8	3.2
<b>Writing</b>	3.8	3.5	3.7
<b>Maths</b>	3.6	4.0	2.9

The number of PPG pupils working at national expectations is lower than their peers. More PPG pupils are working at national expectations in reading than in writing or maths. PPG pupils have made good progress during the year in writing, expected progress in reading, but less than expected progress in maths. The progress of PPG pupils has been above that of their peers in writing, but below that of their peers in reading and maths.

Our Challenge the Gap project for 2015/16 will focus on the PPG pupils in this year group.

#### Year 5

##### Pupils achieving National Expectations (L3a+)

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	78%	85%	70%
<b>Writing</b>	64%	70%	50%
<b>Maths</b>	78%	85%	70%

#### Progress of Pupils

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

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	4.4	3.9	4.4
<b>Writing</b>	3.7	3.7	3.3
<b>Maths</b>	3.9	3.9	3.6

The number of PPG pupils working at national expectations is below that of their peers in all subjects with the gaps biggest in reading and maths. The progress of PPG pupils is significantly above their peers in reading, but slightly below that of their peers in writing and maths.

#### Year 6

##### Pupils achieving National Expectations (L4+)

<b>Subject</b>	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	89%	87%	89%
<b>Writing</b>	96%	93%	100%

<b>Maths</b>	96%	97%	96%
<b>Spelling and Grammar</b>	91%	90%	90%

### 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 PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	94%	100%	88%
<b>Writing</b>	100%	100%	100%
<b>Maths</b>	100%	100%	100%

<b>Subject</b>	<b>3 Levels Progress</b>		
	<b>All pupils</b>	<b>Non PPG Pupils</b>	<b>PPG pupils</b>
<b>Reading</b>	44%	56%	32%
<b>Writing</b>	61%	70%	60%
<b>Maths</b>	45%	56%	40%

The attainment of PPG pupils is above their peers in writing and in line with their peers in reading, maths and SPaG. More PPG pupils have achieved L4 than ever before in the school. Progress of PPG pupils is in line with their peers in writing and maths, but below in reading. Less PPG pupils make better than expected progress than their peers with the biggest difference being reading.

Attainment at L4 and progress of PPG pupils in our school is significantly above PPG pupils nationally from 2014.



## **Part 4**

### **Spending of PPG 15/16**

The Government have announced that PPG will be funded at £1320 per pupil for the financial year 15/16. This will present the school with a slight increase in PPG funding or 15/16.

### **PPG allocated - £308,880**

#### **Spending of the Pupil Premium 15/16 will include:**

- Bursary of £75 per pupil entitled to PPG. 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 PPG pupils. The initial group supported by this initiative will now be in their second year and we are adding a second year group to this initiative. The initiative will now run with Y5 and Y6 pupils.
- 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. It is our intention to appoint a part time speech therapist in the school during 15/16.
- Develop a programme of additional activities specifically for PPG pupils and their families. It is intended to plan and carry out 1 visit / activity per month at the weekend.
- To provide workshops for parents on such areas as 'bedtime routines', 'effective attendance', 'ensuring E-Safety' and 'developing resilience'.
- Use of Assistant Headteacher to teach additional groups in Y5 and Y6, thus decreasing the number of pupils in each group and accelerating progress of all pupils.
- Use of Deputy Headteacher to teach Additional maths sessions in Y4 and 5 where the need to accelerate progress is greatest.
- Use of Assistant Headteacher to teach a 'catch up' phonics group for pupils in Y2/3. This may be targeted at pupils who have not achieved the required standard or who have recently joined the school with a low level of English.
- 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 PPG 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 several new initiatives with the aim of continuing to raise the attainment of PPG pupils and close any gaps that may exist between them and their peers. The school has a specific action plan for to develop the achievement of PPG pupils which can be viewed on request.

S. Hawley – Sept 15  
Headteacher