



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Mildmay Infant & Nursery School

Pupil Premium Grant

2013-2014

Partnerships for School Improvement – Pupil Premium grant expenditure 2013-14



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Pupil Premium grant expenditure report

The Pupil Premium is designed to ensure that funding to tackle disadvantaged children reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. In 2011/2012 the funding allocated was £488 per child, £200 for children of Armed Forces Families. This rose to £600 and £250 respectively in 2012/2013. From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years. (Ever 6 Funding.) The funding allocated per child from April 2013 was £900 and from April 2014 the allocation will rise to £1300 per child.

As a school we are aware of all vulnerable children and understand that not all FSM pupils are vulnerable and that some children who need additional support do not have Free School Meals.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	292
Total number of pupils eligible for PPG	21
Amount of PPG received per pupil	£900
Total amount of PPG received	£18900

Item/project	Cost	Objective
To provide LSA hours to provide focused support for pupils entitled to the PPG.	£9000	<ul style="list-style-type: none"> To ensure all children who are entitled to pupil premium support are able to access the curriculum and make good progress. To provide quality, focused support to enable all children to achieve. To Provision Map effectively to make the best use of allocated funds and staff support and expertise. To ensure all children feel safe and secure in the school environment with positive wellbeing and involvement.
3 Days Qualified Teacher input to plan, assess and teach PPG. Support to LSA intervention groups currently running. (Spring Term)	£5265	
Numbers Count Training for two KS1 intervention LSA's.	£1260	
Resources for Every Child Counts intervention groups. (Interlocking Cubes, hundred squares and dice.	£60	
10 iPads for intervention groups. Storage units & iTunes Vouchers	£3315	
Total:	£18900	

Total PPG received	£18900
Total PPG expenditure	£18900
PPG remaining	£0

Provision for Pupil Premium Group outside the allocated Funding:
<p>The following additional support is provided for the pupil premium pupils at Mildmay Infant & Nursery School:</p> <ul style="list-style-type: none"> Social skills and wellbeing group for EYFS pupils. Reverse inclusion with Resource Base Staff SEN provision mapped support Life Skills and resilience and relationships measures in place. Lunchtime wellbeing club Wellbeing and Involvement supported and impact measured Support for individual families according to needs.

Support and challenge for senior leaders, managers and Governors in Primary Schools @PFSI

Partnerships for School Improvement – Pupil Premium grant expenditure 2013-14

<p>Summary of PPG spending 2013/14</p> <p>Objectives in spending PPG:</p> <ul style="list-style-type: none"> To ensure all children who are entitled to pupil premium support are able to access the curriculum and make good progress and attainment. To provide quality, effective, focused support to enable all children to achieve. To Provision Map effectively to make the best use of allocated funds and staff support and expertise. To ensure resources necessary to impact on the progress of the Pupil Premium children are relevant and up to date and narrow the gap. To ensure positive wellbeing and involvement for all
<p>Summary of spending and actions taken:</p> <ol style="list-style-type: none"> Additional LSA hours provided in Yr R, Yr 1 & Yr 2 to provide quality interventions. These include: <ul style="list-style-type: none"> Yr R: Phase 1 Phonics, Phase 2+ Phonics, Literacy; lower, middle and higher achievers, Maths lower, middle & higher achievers. Yr 1 & Yr 2: Gym Trail, Speech & Language, Phonics, individual readers, Literacy 3 groups, Numeracy 3 groups. Two LSA's trained on the Number Counts Course to provide quality intervention for PPG children in Numeracy. Resources to support Numbers Count Course used in intervention groups for PPG children. Supplying portable tablet computers for LSA's to use in intervention groups to provide Phonics & Numeracy software and maximize the time available, enhancing SMART working. In the Spring Term a qualified teacher was working in addition to the LSA hours with children; involved in planning and assessment as currently the time to complete all the groups for the LSA's is very tight.
<p>Context:</p> <p>This is the highest amount of funding we have received for Pupil Premium and we are grateful for the impact it has had on our children. Because of the allocated sum of £18900 we have been able to look at resourcing and Qualified Teacher hours as well as LSA hours as we have done in the past.</p> <p>We continue to look at the best ways to benefit the PPG children and we do this by measuring the impact of the intervention and resources. The context of our Pupil Premium Group is complex so we have a high number of support packages in place.</p>
<p>Outcomes Spring Term:</p> <p>At the mid-point of the Spring Term in Year R:</p> <ul style="list-style-type: none"> Number of PPG children: 7 All children have made very good progress from their starting points and evidenced through internal tracking systems. (Yellow Brick Road) Interventions in place continue to be positive and impact on the learner's attainment and achievement. Learning Journeys and Case Studies show significant progress over a short period of time. 3 of the cohort are working at or above the expected level for their age. 3 children have made rapid progress from their starting points and have closed the gap with their peers. They are predicted to meet expected by the end of the EYFS. One child with complex needs is working below expected but has made significant, rapid progress from his starting points. <p>At the end the Spring Term in Year 1:</p> <ul style="list-style-type: none"> Number of PPG children:9 Number of FSM children:7 The pupil premium children who are not SEN have made 4.2 points progress in All Subjects, 4.7 points progress in Reading, 4.2 points progress in Writing and 3.6 points progress in Maths over two terms which is good and outstanding progress. The progress gap between the Yr 1 pupil premium children and their peers is 1.7 in all subjects, 1.6 in reading, 1.9 in writing and 1.3 in maths. The gap has widened slightly since the end of the autumn term but this is being monitored and further interventions are being put in place. Due to the context of this group of children progress from starting points is measured through internal tracking systems and case studies. We are pleased that the gap is narrower in mathematics due to the new maths interventions as a result of LSA training. 100% of the PP children are on track to get a 2B+ in maths at the end of Year 2. 89% of the PP children are on track to get a 2C+ in reading at the end of Year 2. Currently 66.7% of the PP children are on track to get a 2C+ at the end of Year 2. <p>At the end of the Spring Term in Year 2: (in All Subjects)</p> <ul style="list-style-type: none"> Number of PPG children: 5 Number of FSM children: 2 There is no difference in the points progress made by the Pupil Premium cohort and their peers to date. Both groups have made 4.8 points progress over two terms which is outstanding.

Partnerships for School Improvement – Pupil Premium grant expenditure 2013-14

- The FSM pupils have also made outstanding progress and exceeded their peers making 5.8 AP over two terms.
- Currently 100% of the FSM & PPG group are achieving 2c+
- Currently 80% of the PPG are achieving a 2b+ in reading and maths and 100% 2b+ in writing.
- Currently 100% of the FSM group are achieving 2b+ in reading, writing and maths.

Outcomes Summer Term 2014

EYFS:

- The FSM /PPG children achieved 62.5% GLD.
- This is only 6.6% below all pupils. (1 child)
- The National Average for all pupils GLD in 2013 was 52%.
- The Schools Yellow Brick Roads show rapid and sustained progress from starting points for all PPG children in all areas even if attainment did not meet expected.
- Individual Case Studies also show very good progress in academic and wellbeing measures.

Year 1: (Summer 2)

Year 1 – APS Progress					
	All Pupils	FSM	Gap	PPG	Gap
Reading	5.7	2.9	2.8	3.7	2.0
Writing	4.6	1.7	2.9	2.3	2.3
Maths	4.9	4.2	0.7	4.2	0.7

- The gap between the Year 1 PPG children and their peers has been a focus since entry to the school.
- Due to the small numbers and specific needs of this cohort of pupils internal tracking and contextual information is available in school and not published to ensure individual children are not identified.
- Progress is measured through the schools yellow brick roads and case studies as the progress values between P levels is less than NC sub levels.
- **In reading**, 3 children achieved the expected level by the end of summer 2 and 4 children achieved above the expected level. 2 children did not achieve the expected but made progress from starting points.
- **In Writing**, 4 children achieved above the expected level and 2 children achieved their expected attainment. 3 children did not achieve the expected level but case studies are in place to show the progress and context of these children.
- **In Numeracy** all PPG children achieved on or above the expected level and the gap between them and their peers has narrowed and is no longer significant.

Year 2:

- See also overview and narrowing the gap tables below.
- There is no significant gap between the PPG children and their peers in Year 2.
- In writing the PPG pupils have exceeded the other pupils.
- In writing, 4 of the PGG children achieved expected or better and showing rapid and sustained progress from starting points.
- Two children are working just below expected at summer 1. Case studies are available for these two children.
- In reading all children except one who has additional needs achieved expected or better.
- In Numeracy 4 children achieved expected or better.
- A case study is available for the child just below expected.
- One PPG pupil has achieved a 3C in reading, writing and maths.

Overview of Pupil Premium 2011 – 2014: KS 1

	% Y2 PPG	All Subjects		Reading		Writing		Maths	
		School	National	School	National	School	National	School	National
2011		15.0	13.5	16.3	13.9	14.3	12.6	14.3	14.1
2012	3%	15.8	14.1	17.0	14.4	15.4	13.2	15.0	14.6
2013	4%	14.6	14.3	15.3	14.8	13.6	13.5	15.0	14.8
2014 PP	8%	15.9		16.0		16.0		15.7	
2014 FSM	3%	18.0		18.0		18.0		18.0	

The children eligible for pupil premium funding have achieved above the national average APS in all areas over the last 3 years. The PPG APS at the end of Yr 2 2014 is predicted to be high and significantly above the National Average.

Support and challenge for senior leaders, managers and Governors in Primary Schools @PFSI

Partnerships for School Improvement – Pupil Premium grant expenditure 2013-14

Narrowing the GAP 2011 - 2014: KS 1

	% Y2 PPG	All Subjects		Reading		Writing		Maths	
		School	National	School	National	School	National	School	National
2011		0.2	2.2	0.9 above peers	2.3	0.1	2.3	1.5	2.0
2012	3%	0.3	2.0	0.3 above peers	2.2	0.0	2.0	1.1	1.8
2013	4%	2.1	1.5	1.9	1.5	2.5	1.4	1.6	1.3
2014 (FSM)	8.2%	0.1		1.2 above peers		2.3 Above peers		1.9 above peers	
2014 (PP)	3%	0.5		0.8		0.3		0.4	

The most significant gap Mildmay Infant and Nursery School has had was in 2013 when 3 of the 5 PP pupils joined the school in the middle of Yr 2 with additional educational needs.

Over the last four years there has been no significant gap between the pupil premium children and their peers and in some cases the PP group have exceeded the rest of the cohort.

As a school we identified that the biggest gap in 2011 & 2012 was in Maths so this became a focus area. Pupil Premium Grant funds were used for two LSA's to attend the Number Counts course. This year the gap has narrowed and the PPG / FSM children in maths are currently achieving in line their peers. The APS gap between the Mildmay Infants pupil premium children and all pupils is significantly lower than the national average.

In 2014 the greater gap was between the PP reading and all pupils. The Literacy Leader has provided contextual evidence for this available in a RASIN. However the gap has narrowed in all areas from 2013.

Impact & Review (Value for Money.)		
Support	Impact	Review
To provide LSA hours to provide focused support for pupils entitled to the PPG.	<ul style="list-style-type: none"> Impact is evidenced in the progress of the PPG children. All PPG children have made sustained progress with most making rapid and good or better. Evidence seen in Target Tracker Data, Case Studies, RASINs, Raspberries and Yellow Brick Roads. (Internal measures of progress.) 	<ul style="list-style-type: none"> Although rapid and sustained progress can be proven for the PPG children the progress is more accelerated in the EYFS. In the EYFS intervention groups took place in class as well as outside of class. With next years funding look at using PPG LSA's doing some class based support for KS1 as part of quality first teaching.
3 Days Qualified Teacher input to plan, assess and teach PPG. Support to LSA intervention groups currently running. (Spring Term)	<ul style="list-style-type: none"> Teacher support has meant new assessment processes have been put in place for the PPG children to measure impact further. Tighter liaison between class teachers and staff running the intervention groups. Progress and attainment of the PPG is consistently good or better. 	<ul style="list-style-type: none"> This role to continue next year as evidence suggests even greater impact can be achieved.
Numbers Count Training for two KS1 intervention LSA's.	<ul style="list-style-type: none"> The FSM children in maths were 1.4 above their peers - Summer 2014. The PPG gap is now on 0.4 APS. 	<ul style="list-style-type: none"> Training successful and impact seen. Input and interventions to continue.

Support and challenge for senior leaders, managers and Governors in Primary Schools @PFSI

Partnerships for School Improvement – Pupil Premium grant expenditure 2013-14

Resources for Every Child Counts intervention groups. (Interlocking Cubes, hundred squares and dice.	<ul style="list-style-type: none"> Resources used to support maths course. The FSM children in maths were 1.4 above their peers – Summer 2014. The PPG gap is now on 0.4 APS. 	<ul style="list-style-type: none"> Training successful and impact seen.
10 iPads for intervention groups.	<ul style="list-style-type: none"> The learning 'buzz' from the new iPads has been significant. Children reluctant to access learning in some areas they find challenging have excelled and achieved using the iPads. 	<ul style="list-style-type: none"> Reading will be a focus for next year and the iPads have enhanced reading skills. Having a full year of the iPads will hopefully impact further.
<p>A recent visit by the LA Quadrant commissioner said of our PPG provision:</p> <p>'The PPG overview provides detailed information about the range of strategies used.'</p> <p>'Data analysis shows that pupils entitled to the grant have consistently performed better than similar pupils nationally.'</p> <p>'Using the evaluation schedule this information suggests that pupils are consistently achieving inline or above their peers which is outstanding.'</p> <p>'Governors have a clear understanding of the impact of the grant.'</p> <p>'The school has embedded robust systems for identifying and using programmes of support accelerate progress for pupils in receipt of the premium grant.'</p> <p>'Leaders at all levels contribute well to ensure the grant is used well to support accelerated progress.'</p> <p>'The drive and ambition of the headteacher to promote provision for pupils.'</p>		