



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

2014-2015

Pupil Premium grant expenditure 2014-15



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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. £1900 is available to support looked after and adopted pupils.

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.

From September 2014 all infant school pupils will receive a free school meal. As a school we have asked parents to provide information confidentially to ensure that children can still access the support they are entitled to.

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	20
Amount of PPG received per pupil	£1300
Total amount of PPG received	£2730.00

Item/project	Cost	Objectives
To provide LSA hours to provide focused support for pupils entitled to the PPG.	£11010.00	<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)	£15776.70	
Total:	£26776.70	

Total PPG received	£27300.00
Total PPG expenditure	£26776.70
PPG remaining	£523.30 Numicon

Provision for Pupil Premium Group outside the allocated Funding:

The following additional support is provided for the pupil premium pupils at Mildmay Infant & Nursery School:

- 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.
- School based counselling hours.

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Summary of PPG spending 2014/15				
Summary of spending and actions taken:				
<ul style="list-style-type: none"> • Three days a week of teacher hours to work with class teachers to ensure support is focused, relevant and has impact. • The equivalent of five days LSA hours to support in class and external interventions according to need and task. • Money to provide resources for focused supported – to be reviewed each term. 				
Context:				
<ul style="list-style-type: none"> • See Pupil Premium overview from 2013 – 2014 for detailed analysis of spending below. • After reviewing the impact of the PPG last year we felt that more class based interventions could give greater impact particularly in Year 2. • The role of a qualified teacher will ensure effective communication between class teachers so daily and weekly assessments can be used to inform the planning for intervention. • The impact will be reviewed throughout the Autumn Term to see if any adjustments are required. 				
Outcomes to date: Figures in blue indicate where the PPG children have achieved better than their peers.				
EYFS: (Summer Final)				
<ul style="list-style-type: none"> • There are a total of 4 PPG in the EYFS cohort. • All children in Literacy, Mathematics, PSED, Communication & Language and Physical Development made sustained and substantial progress from their starting points. • In PSED, Communication & Language and Physical Development 75% of the children ended the EYFS at expected or above. • In Literacy and Mathematics 25% of the PPG were above expected and 25% was just below. 50% were below expected but case studies, yellow brick roads and individual Learning Journeys show sustained and substantial progress from starting points. 				
Year 1: (Summer Final)				
Yr 1 Attainment Gap (APS)				
	All Subjects	Reading	Writing	Maths
PPG	1.1	0.5	2.2	0.6
Yr 1 Progress Gap (APS)				
	All Subjects	Reading	Writing	Maths
PPG	0.2	0.0	1.1	0.4
Yr 2 Attainment Gap (APS) – without SEN				
	All Subjects	Reading	Writing	Maths
PPG	0.5	0.6	1.8	0.4
Yr 1 Progress Gap (APS) – without SEN				
	All Subjects	Reading	Writing	Maths
PPG	0.1	0.7	0.7	0.4

Overview of Pupil Premium APS 2011 – 2015: 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	3%	15.9	15.8	16.0	15.8	16.0	15.8	15.7	15.8
2014 FSM	8%	18.0	14.6	18.0	15.0	18.0	13.7	18.0	15.0
2015 PP	10%	12.1		12.1		11.9		12.3	
2015 FSM	9%	12.5		12.5		12.3		12.8	
2015 PP non SEN		16.3		17.6		15.0		16.3	

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The children eligible for pupil premium funding have achieved above the national average APS in all areas over the last 4 years. The PPG APS at the end of Yr 2 2015 was predicted to be below the national average, as the majority of the children have SEN or have a statement. The 2015 non SEN children are likely to be securely above national average. The SEN context of the group also impacted on the phonics pass % in Year 1 & Year 2.

Overview of Pupil Premium Progress 2012 – 2015: KS 1 (5 Terms)

	All Subjects	Reading	Writing	Maths
2012	9.4	10.5	9.1	8.6
2013	8.4	7.4	9.6	8.4
2014 PP	10.3	9.8	10.7	10.5
2014 FSM	11.6	11.3	11.3	12.3
2015 PP	7.5	7.7	7.2	7.6
2015 FSM	7.6	7.8	7.5	7.7
2015 PP non SEN	13.1	12.6	14.0	12.6

2015 shows a gap but it is not as wide as in 2013. Evidence of their progress can be seen in case studies and Yellow Brick Roads. The non – SEN PPG have made outstanding progress and in some cases exceeded the progress and attainment of their peers.

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.
Contribution to Numicon resources.	<ul style="list-style-type: none"> New resources to support the Maths work of the PPG children. Focus on more children achieving a 2c+ 	<ul style="list-style-type: none"> Impact of resources measured by teachers planning and assessment. Positive responses from children and reflected in work scrutiny. High % of SEN PPG so impact on 2C+ was as predicted but progress proven by internal measures.
<p>What 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</p>		

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of the premium grant.'

'Leaders at all levels contribute well to ensure the grant is used well to support accelerated progress.'

'The drive and ambition of the headteacher to promote provision for pupils.'

What Ofsted 2014 said of our PPG provision:

'This is a rapidly improving school in which all pupils from all backgrounds make excellent progress, no matter what challenges they face.'

'Disabled pupils, those who have special educational needs and pupils supported by the pupil premium all make at least good progress.'

'Additional targeted funding is used very effectively to promote excellent learning and progress. This is typified by the highly effective use of pupil premium funding.'

'The use of this funding to purchase additional teaching and learning support has brought about significant improvements in progress for those who are entitled to this benefit.'

'Recently pupils who are entitled to benefit from additional pupil premium funding have made rapid progress. There is now a firmly established pattern, which is set to be continued, of these pupils attaining standards and making progress that is every bit as good as that of other groups in the school. It is also frequently better than that of pupils nationally.'