



Pupil Premium Grant Expenditure

Report to Governors 2014 – 2015

Objectives of Pupil Premium Spending

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. However, we recognise that not all FSM children will be socially disadvantaged, particularly at Binfield C.E. Primary School (VA), where some children are only recipients of free school meals for a short period of time before their parents are able to regain work. In addition, we have a number of children who qualify for the Pupil Premium funding as they are, or have been, Looked After children.

Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups, so that Pupil Premium funded pupils (PP pupils) perform as well as, or better than, other groups of pupils within the school. We achieve this firstly, by ensuring Quality First teaching in the classroom for all pupils, so that class teachers provide the best possible delivery of learning experiences. In addition, we provide a range of group and individual interventions designed to support those pupils with identified needs, and finally, by offering a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

Provision for Pupil Premium funded pupils in the academic year 2014 – 2015 fell into 4 main areas:

1. **Achievement and Standards** - work including additional class based or intervention work to accelerate progress of targeted groups or individuals both to reach and exceed Age Related Expectations (ARE).
2. **Learning Support** - to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified special educational learning needs. Examples of this include Pets As Therapy, and Motor Skills inventions.
3. **Pastoral Work** - which undertakes work to raise self-esteem, extend their personal skill set and support pupils to make appropriate choices in order to maximise learning opportunities, as well as support their families. Examples of this include Learning Mentors, use of Equine and Play Therapy and the use of the Family Support Advisor (FSA).
4. **Out of Hours and Enrichment** - to ensure that pupils are given a full opportunity to develop other talents in sport and creativity to also improve self-confidence and motivation for school. Examples of this include the Binfield Outdoor Learning Environment (BOLE) provision, and offering a Breakfast club.

We measure the impact of this provision in a variety of ways. We look at pupil progress from their starting points and attainment. Reports from Pupil Premium tutors, meetings and discussions with class teachers and comments from parents was also taken into account when measuring impact. In addition, attendance and punctuality logs were studied for PP pupils, as well as examination of behaviour logs. Finally, PP pupils completed surveys and discussed their learning and their feelings about school with the learning mentors, which fed into the evaluation.

Number of Pupils and Pupil Premium Grant (PPG) received for 2014 - 2015	
Total number of pupils on roll	420
Total number of pupils eligible for PPG (July 2015)	27
During the year, this number fluctuated between:	27 - 30
Total amount of PPG received	£49,460

Spending in relation to nature of support for 2014 – 2015	
Focus on Achievement and Standards	39%
Focus on Learning Support	26%
Focus on Pastoral Work	13%
Focus on Out of Hours and Enrichment	22%

Allocation of Pupil Premium Grant and analysis of impact 2014 – 2015				
Provision Focus	Provision	Total Expenditure	Objective	Impact
Achievements and Standards	1:1 tuition/Booster group – English Reading	£1759	To accelerate the progress of PP pupils in Reading through 1:1 tuition or as part of a small group with a teacher.	 <p>All PP pupils who received extra tuition in Reading as part of a group or 1:1 made better than expected progress, with 38% making exceptional progress. PP pupils reported that it had great impact on their learning.</p>
	1:1 tuition/Booster group – English Writing	£5709	To accelerate the progress of PP pupils in Writing through 1:1 tuition or as part of a small group with a teacher.	 <p>All PP pupils who received extra tuition in Writing as part of a group or 1:1 made at least expected progress, with 87% making better than expected progress and 33% making exceptional progress. PP pupils reported that it had great impact on their learning.</p>
	1:1 tuition/Booster group – Maths	£4622	To accelerate the progress of PP pupils in Maths through 1:1 tuition or as part of a small group with a	 <p>90% of PP pupils who received extra tuition in Maths as part of a small group or 1:1 made at</p>

			teacher.	least expected progress, with 71% making better than expected progress and 19% making exceptional progress. PP pupils reported that it had some impact on their learning.
Words First intervention	£276	To accelerate the acquisition of new words by sight reading through targeted support by an LSA.		The PP pupils who received the Words First intervention made better than expected progress. The PP pupils reported that it had a great impact on their learning.
1:1 Read Write Inc tuition	£3185	To accelerate the progress of PP pupils through the Read Write Inc programme with an LSA.		All PP pupils who received 1:1 Read Write Inc tuition made better than expected progress, with 33% making exceptional progress. Both Reception pupils achieved ARE or better.
1:1 Maths tuition	£140	To accelerate the progress of infant PP pupils in Maths through 1:1 tuition with an LSA		The PP pupils who received 1:1 Maths tuition with an LSA made expected progress. PP pupils reported that it had great impact on their learning.
SENDCo support	£300	To provide time for the SENDCo to meet with the parents of a PP pupils and senior staff, and apply for a statement for that pupil.		The pupil received a full statement for behavioural and emotional difficulties in the Autumn term, and was successfully placed at a Special School in the April.

	Educational resources	£1428	To support the acceleration of progress for PP pupils through the purchasing of educational resources, such as CGP books for home-learning.	 <p>89% of PP pupils who received educational resources to support their learning made at least expected progress, with 83% making better than expected progress and 44% making exceptional progress.</p>
	Staff training	£1596	To improve the quality of teaching to ensure all PP pupils have access to Quality First teaching, through training on Attachment, and to develop the teaching of Read, Write Inc.	 <p>Staff have increased knowledge and understanding of all pupils with attachment issues, particularly our LAC pupils. The teaching of Read Write Inc has improved. Staff feel more confident at delivering this to all pupils.</p>
	Supply Cover	£169	To cover a member of staff to attend training on adopted pupils.	 <p>The money provided allowed the PP pupil's teacher to attend the training, which improved their practice.</p>
Learning Support	In-class small group support for English	£2528	LSA	 <p>All PP pupils who received this support made expected progress in their Reading and Writing. PP pupils felt that it did have a positive impact on their learning.</p>
	In-class small group support for Maths	£2873	LSA	 <p>100% of PP pupils who received educational resources to support their learning made at</p>

				least expected progress, with 53% making better than expected progress and 26% making exceptional progress. PP pupils reported that it had some impact on their learning.
In-class support LSA	£6917	To support 2 PP pupils who were LAC with specific behavioural needs.		One of the PP pupils who received this provision received a Statement of Special Educational Needs in December 2014, and was placed in a Special School in April 2015. The other PP pupil was supported with personal care. This reduced the disruption to the class, and was a successful intervention.
Motor skills interventions	£138	To support 2 PP pupils with the development of motor skills in order to support their handwriting.		Both pupils have improved with their handwriting, and both made better than expected progress in Writing. This was a successful intervention.
Resources to support Pets as Therapy	£168	Resources purchased to support Pets as Therapy, where PP pupils with little confidence in Reading could read to a dog.		All of PP pupils who received the Pets as Therapy intervention made at least expected progress, with 67% making better than expected progress and 33% making exceptional progress. PP pupils reported that it had a great impact on their learning.
SENDCo additional support	£470	To buy additional hours		

			for the SENDCo to support Y6 PP pupils with Maths.	Although the PP pupils made progress in their teacher assessments, they did not make expected progress from the beginning of Y6 to the KS2 Maths assessments in May. The PP pupils felt it had a great impact on their learning.
Pastoral Work	Social and Emotional interventions	£35	To provide additional resources for an adult to run SALT interventions.	 <p>This was a successful intervention as the PP pupils felt it had helped to raise their confidence.</p>
	Learning Mentors	£728	To support PP pupils who are struggling with their learning, self-esteem, confidence by providing them with a Learning Mentor to talk to.	 <p>PP pupils felt that the Mentors had a great impact on their learning, and some PP pupils felt it had helped them the most with their learning over the year.</p>
	Lunchtime club	£597	To provide a lunchtime club for those PP pupils who struggle with their behaviour during lunchtime.	 <p>The PP pupils who have benefitted from the club have made above expected progress in Reading, Writing and Maths, and have made exceptional progress in half of their subjects. The number of incidents involving these specific PP pupils at lunchtime has reduced dramatically. Class teachers have also reported that these pupils start the afternoon in a more positive frame of mind. The PP pupils felt that it had a great impact on their learning.</p>

	Equine Therapy at Just Around the Corner	£1254	To support PP pupils with adopting strategies to improve their behaviour in class and on the playground.	 <p>The PP pupils made above expected progress in all subjects, and made exceptional progress in Reading and Maths. The number of incidents involving these pupils in class and on the playground has reduced dramatically. The PP pupils felt it had a great impact on their learning.</p>
	Play Therapy	£1425	To support PP pupils with adopting strategies to support their behaviour with peers.	 <p>Interactions with the PP pupils' peers have improved and the number of incidents involving these PP pupils has reduced considerably. The PP pupils felt it had a great impact on their learning.</p>
	FSA support	£2505	To provide an additional day of support for PP pupils and their families through the FSA.	 <p>This has been a successful spend, as it has provided the PP pupils with an additional member of staff to talk to. The FSA has also been able to support the PP pupils' families, and support staff when managing them.</p>
Out of hours and enrichment	Outdoor Education – cost of teacher for the BOLE	£6773	To pay for a class teacher to run Forest School activities in the BOLE for PP pupils for 2 afternoons per week, as well as support all class teachers with their use of the outdoor	 <p>This has been highly successful, and PP pupils have felt it has had great impact on their learning. PP pupils emphasise that it is one of the strategies that has helped them with their learning the most, and</p>

			environment.	many have asked if they can spend more time in the BOLE this year.
Outdoor Education – cost of LSA for the BOLE	£552	To pay for an LSA to support with activities in the BOLE for PP pupils for 2 afternoons per week.		 <p>This has been highly successful, with PP pupils felt it had a great impact on their learning. PP pupils emphasise that it is one of the strategies that has helped them with their learning the most, and many have asked if they can spend more time in the BOLE this year.</p>
Breakfast club	£1637	To pay for an LSA and provide the food for a daily breakfast club for PP pupils.		 <p>PP pupils feel this has a great impact on their learning, and teachers report that PP pupils who attend start the day calmly, and are not hungry.</p>
School trips, including residential	£141	To support PP pupils and their families with the cost of school trips.		 <p>PP pupils say that Educational visits have a great impact on their learning, and parents report they are pleased when the school is able to provide financial support to ensure they can attend these visits.</p>
School club – 1 per term	£1527	To provide each PP pupils with the opportunity to attend a school club before or after school each term.		 <p>The PP pupils report that the school clubs have a good impact, and they enjoy attending them.</p>
School uniform	£7	To purchase bits of school uniform for a PP pupil.		 <p>This was very successful</p>

				as it ensured the PP pupil had the correct school uniform to start school in.
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Key					
	High impact		Some impact		Little impact

TOTAL PPG RECEIVED	£49,460
TOTAL PPG EXPENDITURE	£49,459
PPG REMAINING	£1

OVERALL IMPACT OF PPG EXPENDITURE
<p>Almost all PP pupils who received tuition, either 1:1 or as part of a group, made at least expected progress, if not better than expected progress, as a result of PPG-funded interventions. All PP pupils who received tuition made at least expected progress in Reading and Writing and 90% made at least expected progress in Mathematics. The PP pupils rated the tuition as having at least some impact, if not a big impact on their learning. Teachers reported that the PP pupils who received tuition were better prepared when encountering new areas of the curriculum, as a result of pre-teaching, or had greater knowledge as they had had the opportunity to consolidate their learning.</p> <p>In the other areas of spending, the PPG enabled PP pupils to have better life experiences than they may have otherwise done, through time in the BOLE, which the pupils reported had a great impact, through attending before or after school clubs, and taking part in educational visits alongside their peers. The PP pupils and their families also received greater support through the purchase of an additional day of FSA support, and the use of learning mentors, which the pupils reported was very valuable by providing them with someone they could talk to about their learning, about friendships issues, or about situations outside of school.</p> <p>The only expenditure that didn't have as great an impact on PP pupils' progress as other interventions was the purchase of additional hours for the SENDCo to support some PP pupils in Year 6 with Maths. This had a great impact in terms of the PP pupils' confidence, and they felt it had a great impact in their learning. This was also shown in their school work and the teacher assessments and practice tests which took place in Year 6, but unfortunately, the 2 PP pupils underperformed on the actual Maths National Curriculum tests.</p>

PERFORMANCE OF DISADVANTAGED PUPILS AT THE END OF KS1			
	Reading	Writing	Maths
Number of pupils in Y2	60	60	60
Number of PP pupils in Y2	1	1	1
% pupils attaining L2+	97	92	100
% PP pupils attaining L2+	100	100	100
% pupils attaining L2b+	95	82	98
% PP pupils attaining L2b+	100	100	100
% pupils attaining L3+	38	25	37
% PP pupils attaining L3+	100	100	100

PERFORMANCE OF DISADVANTAGED PUPILS AT THE END OF KS2

	Reading	Writing	Maths
Number of pupils in Y6	60	60	60
Number of PP pupils in Y6	4	4	4
% pupils attaining L4+	97	92	88
% PP pupils attaining L4+	100	100	75
% pupils attaining L4+ in R, W and M		80	
% PP pupils attaining L4+ in R, W and M		75	
% pupils attaining L5+	62	43	43
% PP pupils attaining L5+	75	75	50
% pupils attaining L5+ in R, W and M		30	
% PP pupils attaining L5+ in R, W and M		50	
% pupils attaining L6+	2	0	12
% PP pupils attaining L6+	0	0	50
% pupils making 2 levels of progress	96	100	91
% PP pupils making 2 levels of progress	100 (3/3)	100 (3/3)	75 (3/4)*
% pupils making 3 levels of progress	46	40	43
% PP pupils making 3 levels of progress	33 (1/3)	67 (2/3)	25 (1/4)*

* Although there were 4 PP pupils in Y6, 1 had no KS1 results. As that PP child achieved a L6 in Maths, they are counted in Maths for progress.

CLOSING THE GAP

APS within School Gap between PP PUPILS and OTHER PUPILS
(The APS difference between PP pupils and all other pupils)

	Reading	Writing	Maths
At KS1	+3.3	+4.9	+3.3
At KS2	+1.0	+2.6	+2.1

ANALYSIS OF PP PUPILS ATTAINMENT AND PROGRESS

Pupil Premium Funded Pupils at Binfield C.E. Primary School attain as well as their peers, and make better progress. There is a positive difference when comparing PP pupils' attainment to that of other pupils. This shows that the within school gap has closed at KS1 and KS2, and in fact, shows that at the end of the Key Stages in 2015, PP pupils achieve better than their non-PP peers. However, caution does need to be taken, as these are small groups for comparison. This pattern is generally representative of PP pupil attainment and progress across the rest of the school. Where PP pupils are not attaining as highly as their peers, they are either SEND (Special Educational Needs and Disabilities) or EAL (English as an Additional Language), and should be compared to similar pupils. However, our data for these groups of pupils shows that these pupils also do better than the National Average for these groups.