

Pupil premium grant expenditure report



The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. The extra funding is made available to help them narrow the attainment gap between pupils from disadvantaged and more affluent backgrounds. From April 2012 the Pupil Premium was extended to include children who had been eligible for free school meals (FSM) at any point in the last six years (FSM 6).

The introduction of the Pupil Premium was welcome at Trent CE Primary where there has been a long standing commitment to ensuring disadvantaged pupils can be 'the best they can be!'

Pupil Premium funding does not cover the costs of all of the school's initiatives to support disadvantaged or vulnerable pupils.

The leadership of the school, including the governing body:

- Ensure that all funds delegated to the school are used to provide the best possible outcomes for all children in school

In respect of Pupil Premium:

- Ensure that Pupil Premium funding is carefully targeted at the designated children
- Identify clearly how the money is being spent.
- Monitor and evaluate Pupil Premium spending and spend it in ways known to be most effective.
- Encourage parents and carers to apply for free school meals by removing barriers to its take-up.

Please see the attached policy.

<u>Pupil Premium Grant (PPG) allocation</u>		
Total number of pupils on roll	210	
	(2012-3)	(2013-14)
Total number of pupils eligible for PPG from April 2014	9FSM 1 PLAC <u>10 children</u>	16 FSM (incl AOP) 3 FSM(H6) 2 PLAC <u>21 children</u>
Amount of PPG received per pupil	£953 (2013-4)	£1300 (2014-15)
Total amount of PPG received	£9216 (2013-4)	£22,100 (2014-15)

This document evaluates the impact of the grant for the academic year to July 2013 and sets out the planned expenditure for the academic year from September 2013 – July 2014.

Characteristics of Pupil Premium Pupils on roll (April 2014)

The Governors of Trent CE Primary School carefully monitor the achievement of all pupil premium children and requested the following classification:

Pupil Premium children in each class 2012-13				
class	Oak Hill	FSM/6	Adopted	Total
Y6		1 boy		1
Y5		1 girl 1 boy (L)	-	2
Y4	1 boy	1 girl	-	2
Y3	-	-	-	0
Y2	-	2 girls	(1 girl)	3
Y1	2 boys (L) 2 girls(1L)	1 boy 1 girl (L)	-	6
Rec	1 boy 1 girl	2 girls(1L)		4
all	7 4 boys 3 girls	10 3 boys 7 girls	1 girl	18 7 boys 10 girls

Pupil Premium children in each class 2013-14				
class	Oak Hill	FSM/6	Adopted	Total
Y6		1 girl		1
Y5	1 boy	1 girl	-	2
Y4	-	-	-	0
Y3	-	2 girls	1 girl	3
Y2	3 girls	1 boy 1 girl (SEN)	-	5
Y1	1 boy 1 girl	1 boy(new) 1 girl	-	4
Rec	1 boy 2 girls	1 boy 1 girl	1 girl	6
all	9 3 boys 6 girls	10 3 boys 7 girls	2 girls	21 6 boys 15 girls

Pupil Premium spends and impact in accelerating pupil progress

Budget summary 2012-13

<u>PUPIL PREMIUM</u>	<u>Dec-13</u> <u>ACTUAL</u> <u>SPENT/RECD</u>	<u>2013/14</u> <u>BUDGET</u>
OPENING BALANCE	£9,215.85	£13,759.20
One to one teacher	£6,623.49	£6,700.00
READING MENTOR	£1,540.14	£2,000.00
SCHOOL JOURNEY ETC	£231.00	£500.00
APPRENTICE	£4,759.20	£4,759.20
	-	
REMAINING	£3,937.98	-£200.00

Budget summary 2013-14

<u>INCOME:</u>	
OPENING BALANCE (April 14)	£22,100.00
<u>PLANNED EXPENDITURE:</u>	
ONE TO ONE teacher	£6,600.00
APPRENTICE	£5,000.00
SCHOOL JOURNEY ETC	£2,000.00
CURRICULUM (incl music tuition, FLO)	£2,000.00
LEARNING MENTOR	£6,500.00
REMAINING	£0.00

Impact of strategies to accelerate Pupil progress

All strategies were carried forward to 2013-14; new strategies for the additional grant received in April 2014 are **highlighted** below.

Ofsted	Objectives	Strategy	Who	Cost breakdown	£	Impact <i>New Success criteria for impact from April 2014- March 2015</i>												
Achievement: Progress Attainment	Children aim to achieve at least 15 APS at end of KS1 and L4 by end of KS2 Children to meet or exceed the progress of their peers	Support children in their learning by targeted supported and personalised learning plans: - Reception class apprentice - one-to-one teaching - Learning mentor (LM) interventions - Family Liaison Officer (FLO) monitors and engages the whole family	Reception class apprentice 1:1 teacher	Annual salary and travel 2 hours x 2 days a week	£4,760 £6,600	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Reception % GLD</th> </tr> </thead> <tbody> <tr> <td>National all children</td> <td>Barnet Pupil prem</td> <td>Trent Pupil premium</td> </tr> <tr> <td>52%</td> <td>45.8% APS 2.19</td> <td>2013: 50% APS 2.54</td> </tr> <tr> <td></td> <td></td> <td>2014: 60%</td> </tr> </tbody> </table> (For KS1 and KS2 progress, see below)	Reception % GLD			National all children	Barnet Pupil prem	Trent Pupil premium	52%	45.8% APS 2.19	2013: 50% APS 2.54			2014: 60%
			Reception % GLD															
National all children	Barnet Pupil prem	Trent Pupil premium																
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		2014: 60%																
CT / LM FLO	3.25 hours x 3 days a week = 9.75hours 2 FLO hours a school/wk	£6,500 £1400	Children achieve at least 2B in reading, writing and maths at end of KS1. Children achieve at least L4 in reading writing and maths at end of KS2 Children make good progress, including well presented and accurate homework completed on time. Reading journals completed daily.															
Teaching and Learning	One to one lessons meet individuals' learning targets Reading mentor program	- Learning personalised to their circumstances, especially homework and reading record Reading becomes fluent and more enjoyable as children read with	CT / TA / LM / FLO	As above		Children make good progress, including well presented and accurate homework completed on time. Reading journals completed daily.												

	<p>ensures high quality text-based individual reading lessons</p> <p>'Gardening /Eco-warriors' provides stress-free, practical opportunities to care for school</p> <p>Reception class apprentice is a key worker</p> <p>Focused learning mentor keeps learners focussed and accessing daily curriculum</p> <p>Instrumental lessons and instrument hire provided free of charge</p> <p>Increased staffing in Year 3 supports teaching and learning</p>	<p>understanding</p> <ul style="list-style-type: none"> - small groups of pupils work with FLO to plant, weed and monitor waste -Reception children have high quality and frequent adult interactions; are more closely monitored than their peers and receive specific individual or small group teaching where appropriate <p>Learning mentors ensure:</p> <ul style="list-style-type: none"> - Reading aloud every day - Mental maths every day - Handwriting/spelling/phonics - Looking through their books so they can be 'coached' into meeting their next target <p>Increase listening and concentration; hand-eye co-ordination and improve self confidence especially through performance</p> <p>Pupils make rapid progress and the gaps in attainment (especially for those who are SEN and FSM) are narrowed significantly</p>	<p>Apprentice</p> <p>LM</p> <p>Music co-ordinator</p> <p>Y3 teaching team and Y3/4 phase leader</p>	<p>Homework, revision materials provided (pencil case, book bag etc)</p> <p>9 hours / week</p> <p>Instrumental tuition less</p> <p>20hours a week teaching (5 mornings and 2 afternoons)</p>	<p>£1000</p> <p>£100</p> <p>£143 x 21= £3000</p> <p>(5x £1300= £6,500 as before)</p>	<p>Every year the success of the PPG strategies will be judged against:</p> <p>Progress in reading, writing, SPaG and Maths is AT LEAST in line with their peers.</p> <p>Attainment in reading, writing, SPaG and Maths is AT LEAST national average</p>
<p>Behaviour</p>	<p>Children's attitude to school life is positive and engaging</p> <p>Opportunities to represent the school eg Newspaper Club reporters</p>	<p>Monitor any patterns of disengagement, encourage self-initiated learning and pride in own achievement and belonging to the Trent community</p> <p>Attendance and lateness monitored and parents/carers engaged</p>	<p>SENCO / FLO</p> <p>Welfare</p> <p>EWO</p> <p>FLO</p>	<p>1 FLO hour/week</p>	<p>£760</p>	<p>No unusual pattern of pattern of poor behaviour identified.</p> <p>Children's attendance not below school target of 96%</p> <p>No patterns of late attendance</p>

Leadership and Management	<p>At least good achievement ensured</p> <p>Children encouraged to participate in a wide range of extra-curricular activities</p> <p>All staff promote engagement and well-being of PP children</p>	<p>Children identified and known to staff.</p> <p>Academic progress, behaviour, attendance, participation and well being closely monitored.</p> <p>Intervention and support offered if concerns arise.</p>	<p>HT</p> <p>SENCO</p> <p>CT</p> <p>TA</p> <p>WO</p> <p>EWO</p> <p>FLO</p>	<p>SENCO time etc</p> <p>Assessment resources/background materials</p>	<p>-</p> <p>£700</p>	<p>Children known to us and the have at least good achievement in line with non-eligible children and contribute fully to school life.</p>
SMSC	<p>Children and their parents fully engage in all aspects of school life</p> <p>Parents are made to feel welcome and encouraged to contribute fully to their child's learning experience</p>	<p>Monitoring by FLO to ensure children engage in activities well attended by parents including: shows, clubs, performances, musical instruments, school trips, school journey, after school and holiday clubs</p>	<p>HT</p> <p>FLO</p> <p>CT</p>	<p>2 FLO hours/week</p> <p>School trip subsidy, school journey subsidy, musical tuition subsidy, school uniform subsidy</p>	<p>£1520</p> <p>£2000</p>	<p>Engagement by child in activities tracked.</p> <p>Attendance by parents/carer at appropriate activity monitored and encouraged when necessary</p>
Total to April 2014					£15,760	(actual expenditure)
Planned extra expenditure to April 2015					£21,740	

Progress within this academic year (2013-14)

READING	Whole class Average	Pupil premium	WRITING	Whole class Average	Pupil premium	MATHS	Whole class Average	Pupil premium
Y6	4.1	6.0	Y6	4.3	4.0	Y6	5.6	8.0
Y5	3.7	4.0	Y5	3.6	4.0	Y5	3.7	3.0
Y4	3.5	-	Y4	3.9	-	Y4	3.9	-
Y3	5.9	5.0	Y3	4.0	4.0	Y3	4.1	5.0
Y2	8.9	8.7	Y2	6.5	4.7	Y2	7.4	6.7
Y1	9.0	9.3	Y1	7.8	7.3	Y1	7.7	6.7

Impact of Expenditure by pupil, anonymised and RAG rated for Age Related Expectations

Pupil code	Sum 2013	Aut /Spr 2014	RWM July 2013	RWM Progress to April 2014	RWM Progress to July 2014	Cost with expenditure codes		
						1,2,3 and 4 Teaching	5 and 6 Clubs, Trips/ visits	7 and 8 Music and FLO
1.	Y6	Left		Left	Left	1 (daily TA)	-	-
2.	Y5	Y6				1 (daily TA) 2 (1:1 teacher)	£111.00	8 (FLO time)
3.	Y4	Y5				1 (daily TA) 2 (1:1 teacher) 3 (learning mentor)	£193.30	8 (FLO time)
4.	Y4	Y5				1 (daily TA) 2 (1:1 teacher)	£181.70	-
5.	Y2	Y3				1 (daily TA) 2 (1:1 teacher) 3 (learning mentor)	£38.50	8 (FLO time)
6.	Y2	Y3				1 (daily TA) 2 (1:1 teacher) 3 (learning mentor)	£70.50	8 (FLO time)
7.	Y1	Y2				1 (daily TA) 2 (1:1 teacher) 3 (learning mentor)	£19.00	7 £143.00,
8.	Y1	Y2				1 (daily TA) 2 (1:1 teacher) 3 (learning mentor)	-	7 £143.00 8 (FLO time)
9.	Y1	Y2				3 (learning mentor) 4 (apprentice)		7 £143.00,

10.	x	Y2	X	x		1 (daily TA) 2 (1:1 teacher)	-	7 £143.00
11.	x	Y2	x			1 (daily TA) 2 (1:1 teacher)		
12.	R	Y1				1 (daily TA)	£112.00	7, £143.00,
13.	R	Y1				4 (apprentice)	£4.00	7 £143.00, 8 (FLO time)
14.	R	Y1				2 (1:1 teacher) 3 (learning mentor) 4 (apprentice)	£18.50	-
15.	R	Y1				3 (learning mentor) 4 (apprentice)	-	7 £143.00,
16.	R	L		Left	Left	4 (apprentice)	-	-
17.	-	R	-			4 (apprentice)		
18.	-	R	-			4 (apprentice)		
19.	-	R	-			2 (1:1 teacher) 4 (apprentice)		
20.	-	R	-			2 (1:1 teacher) 4 (apprentice)		
21.	-	R	-			2 (1:1 teacher) 4 (apprentice)		
22.	Y1	L		-	-	4 (apprentice)	-	-
23.	Y1	L		-	-	1 (daily TA) 4 (apprentice)	-	8 (FLO time)
24.	Y1	L		-	-	1 (daily TA) 2 (1:1 teacher)	£48.00	8 (FLO time)
25.	L	L	-	-	-	4 (apprentice)	-	-
26.	L	L	-	-	-	1 (daily TA)	-	8 (FLO time)

Not at ARE	In line with ARE	Exceeding ARE
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<p>Expenditure Code See action plan:</p> <ol style="list-style-type: none"> 1. -small group teaching 2. -1:1 tuition teacher 3. -learning mentor 4. -apprentice 	<ol style="list-style-type: none"> 5. -after school and holiday clubs financial support 6. -school visits and trips financial support 7. -music tuition
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Effectiveness of Reading Mentor Program:

Reading Mentors - Spring Term Data Analysis

- Average value added by a reading mentor, over the 10 week period = **10.17 months**.
- However, 10 weeks (2.31 months) taken to deliver programme. So, actual average of value added is $(10.17 - 2.31) =$ **7.86 months**.
- Progress varied from 6 months, to 14 months – a range of 8 months.
- No major difference between boys & girls.
- 12 girls (122/12) = average value added of **10.17** (- 2.31) = **7.86 months**
- 11 boys (112/11) = average value added of **10.18** (-2.31) = **7.87 months**
- Pupil Premium (3 girls, 1 boy) performed better than their peers at an average value added of **9.94 months**

Overall the programme has been extremely successful and effective. All children taking part in the reading partnership have made outstanding progress.

Further information

www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp.

<http://educationendowmentfoundation.org.uk/toolkit>

<http://bit.ly/1d9VhEs>