



Impact of Pupil Premium Funding 2015/16

What is the Pupil Premium?

It is additional money given to schools to enable them to support pupils, who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM) and those who are Looked After or in Care (LAC).

The Pupil Premium was introduced in April 2011. For each child registered as eligible for FSM or

LAC a school received £488. In April 2012 the amount was raised to £600 per pupil. Since announcing the Pupil Premium, the Government has extended its reach to cover any child that has been registered for FSM in the past six years. This is known as the 'Ever 6' model.

A premium has also been introduced for children whose parents are currently serving in the armed forces; this was £200 in 2011-12 and rose to £250 for 2012/2013. This service premium is designed to address the emotional and social well-being of these pupils.

National school performance tables will now include information about the progress of pupils in receipt of Pupil Premium. From September 2012 Ofsted will survey the use of Pupil Premium money in schools when making their inspections. Also from September 2012 schools must publish information to parents about how pupil premium funding has been used and what impact it has had on pupil progress.

The funding for children is now £1300 per pupil per annum.

How we monitor pupil progress and attainment

The concept of tracking pupil progress has been embedded at Rack House Primary School for many years. Originally we developed our own system that enabled us to track the progress of individual pupils within the school and have since kept it up to date with the various strategies and initiatives that have been introduced.

In addition to tracking individual pupil progress we monitor groups of children such as FSM, LAC, girls and boys, spring and summer term born children, pupils with Special Educational Needs and pupils for whom English is an additional language etc. The data we have collected has been consistently used during our termly and half termly tracking meetings. At these meetings, Class teachers, our Special Educational Needs Coordinator, Headteacher and Assessment Coordinators, who lead on tracking, meet to discuss pupil progress and possible interventions. Where pupils are not on track to reach their targets staff will look at changes that can be made to help the pupils make the required progress. This may mean modifying teaching, providing the pupil with an intervention programme, or moving the child to the Special Educational Needs register and providing additional support. The focus of the tracking meetings is about closing the gap between groups of pupils, so that every pupil is encouraged to make progress and reach their full potential. The following reports focus particularly on FSM and LAC pupils.

Pupil Premium funding for the academic year September 2015 to July 2016

The percentage of pupils known to be eligible for free school meals is 57% (significantly higher than the national average). We have no Looked After Children. The total amount received was £248,700.

The Pupil Premium was used to subsidise support for pupils in the following ways;

- The majority of the funds were used to provide Teaching Assistant support within the classroom. Pupils received small group teaching, or individual tuition, which helped them to improve their learning and make progress. Pastoral Support has also been funded to support the vulnerable pupils and their families with social emotional barriers to learning
- Whole school INSET – A Reddy, L Parkinson, Literacy Company
- ECAR Training
- Y6 Boosters – Lit/Maths
- Lit/Num Intervention
- Foundation subject resources
- Subsidised our Breakfast Club
- Subsidised Residentials
- Subsidised ALL trips. Our school values life experiences and our staff know how much the children gain from visits to aid their learning.
- Enhanced outdoor area
- Curricular enrichment

What our pupil progress tracking information tells us about any differences in progress and attainment between FSM and non-FSM pupils

Reception

The support that was put in place for pupils in Reception consisted of

- Speech and Language
- Behaviour and Well Being
- Support for Phonics
- Numeracy
- Literacy
- Small Group Work

EYFS Expected + in Rec

	Wri	Num	Rea
All Children	57%	78%	57%
NFSM	58%	79%	58%
FSM/CLA	56%	75%	56%

FSM achieved well in comparison to NFSM. They made progress and will continue to receive intervention and support into Year 1 from September 2016.

The Caveat with this data is that all children in Reception and KS1 are all eligible to obtain FSM. We have data here which suggest a low number of people who applied have received eligibility for FSM if they were in KS2. We do expect the percentage of children eligible for FSM will increase in Year 3 when parents would have to pay unless they applied.

Year 1

The support that was put in place for pupils in Year 1 was for:

- Behaviour and Well Being
- SEN
- ECAR
- Phonics and Reading
- Numeracy and Literacy
- Small group work.

FSM pupils made satisfactory progress, and scored slightly below their peers at between ARE and just below ARE. These pupils will continue to be targeted for support in Year 2.

Experience from previous years shows us that with additional early support some children can make progress which will bring them in to line with their peers, moving to ARE by the end of Key Stage One.

Attainment in Year 1 at Summer 2

	Reading	Writing	Maths
All	71% (40/56)	61% (34/56)	75% (42/56)
NFSM	67% (32/48)	63% (30/48)	67% (32/48)
FSM/CLA	100% (8/8)	50% (4/8)	100% (8/8)

Year 2

The support that was put in place for pupils in Year 2 was for

- Well Being
- SEN
- Phonics and Reading
- Numeracy and Literacy
- Talking Maths Intervention
- Small Group Work

Attainment in Year 2 at Summer 2

	Reading	Writing	Maths
All	67% (31/46)	61% (29/46)	67% (31/46)
NFSM	81% (26/32)	78% (25/32)	78% (25/32)
FSM/CLA	36% (5/14)	29% (4/14)	43% (6/14)

Children achieving ARE at lower year groups will always be less as we close the gap NFSM as the longer the children are in our school, the gap reduces.

These pupils will remain to be targeted for support in Year 3, particularly in writing so that by the end of Year 4 they will achieve more in line with their peers.

It must be noted that several of these children are on the SEN register and although they might not have achieved the same levels as their peers they have made good progress. Parents are able to see this in their child's report and the success of their Individual Educational Action Plan/ now our Pupil Passport.

Year 3

The support that was put in place for pupils in Year 3 was for

- The Teaching Assistant support for SEN pupils
- Social skills
- Well Being and Behaviour
- Phonics and Reading
- Numeracy and Literacy
- Small Group Work.

Table showing attainment in Year 3/Progress from Year 2 at Spring 2

	Reading	Writing	Maths
All Children	74% (34/52)	68% (35/52)	70% (35/52)
NFSM/CLA	78% (28/36)	78% (28/36)	78% (27/36)
FSM/CLA	59% (10/17)	41% (7/17)	59% (10/17)

Overall the FSM children have made excellent progress . Targeted interventions will be given to pupils below expected levels in English and Maths in Y4

It must be noted that a number of these children are on the SEN register and although they might not have achieved the same levels as their peers they have made some progress.

Year 4

The support that was put in place for pupils in Year 4 was for

- Handwriting
- Spelling
- Social skills
- Well being and Behaviour
- Lunchtime Nurture group
- Phonics and Reading
- Numeracy and Literacy Support
- Small Group Work

Table showing attainment in Year 4/Progress from Year 3 at Spring 2

	Reading	Writing	Maths
All	71% (27/38)	68% (35/52)	72% (27/38)
NFSM	77% (20/26)	92% (24/26)	73% (19/26)
FSM /CLA	60% (7/12)	43% (5/12)	67% (8/12)

FSM children have achieved well in reading and Maths. We will continue with intervention strategies into year 5 so that they continue to make progress, particularly in Writing.

It must be noted that a number of these children are on the SEN register and although they might not have achieved the same levels as their peers they have made progress.

Year 5

The support that was put in place for pupils in Year 5 was for,

- Additional Numeracy and Literacy support
- Small Group Work.
- Well being and Behaviour
- Lunchtime Nurture group
- One to One support for writing

Table showing attainment in Year 5/Progress from Year 4

	Reading	Writing	Maths
All	24/40 61%	22/40 55%	27/40 68%
NFSM	15/20 75%	13/20 65%	15/20 75%
FSM/CLA	10/20 50%	9/20 45%	12/20 60%

The table above shows children at RHPS achieving well.

By year 5 we would like the majority of pupils to be at ARE Pupil Premium children have achieved national expectations in Reading and Maths but slightly behind in Writing. With continued support they should achieve ARE by the end of year 6.

Year 6

The support that was put in place for pupils in Year 6 was for,

- Additional Numeracy and Literacy support
- Small Group Work for writing
- Booster tuition for Maths
- Outside agencies such as the Educational Psychologist, Behaviour Support Officer and outreach support also helped with this year group.

	Reading	Writing	Maths
All	20/27 74%	21/27 78%	23/27 89%
NFSM	5/7 72%	5/7 72%	6/7 86%
FSM /CLA	15/20 75%	16/20 80%	18/20 90%

Key Stage 2 (YEAR 6) School

Rack House Primary School has achieved above national levels in all areas at ARE.

This is the first year of the new assessment system introduced by the government and it is difficult to gauge where we will be in terms of attainment compared to schools across the country. I do expect that we will achieve excellent Value Added scores in terms of progress.

Historically by the time pupils leave us in Year 6, FSM pupils have almost caught up with their peers and attain well. They have made good progress from Year 2. They also achieve above National figures.

We can say that Pupil Premium pupils achieve well at Rack House Primary School making good progress and attaining above National figures. These are very good results and we are very proud of the pupils and the staff who have worked with them.

How effective are the interventions the school is putting in place to narrow attainment gaps between FSM and non-FSM pupils?

We are very pleased and proud of the achievements of our pupils in all year groups and especially Year 6. We believe these results demonstrate the effectiveness of the support pupils receive in each year group during their time at Rack House Primary School.

Teaching Assistant Support and other interventions are put in to place as soon as needs are identified in Early Years. Pupil progress is monitored effectively and interventions are modified as required to be responsive to pupil needs.

Attainment gaps have narrowed significantly between FSM and non-FSM pupils by Year 6. Pupils make good progress and by the time children leave in Year 6 they attain well. We believe therefore the interventions we make for FSM pupils are very effective in narrowing any attainment gap.

How does the progress and attainment of FSM children and young people compare with other schools in the cluster, the area and the county?

Raise on line data, published in Autumn 2015 showed our FSM achieve well compared to National results.

Pupil Premium funding for the financial year April 2016 to March 2017

As can be seen from the above report support continues for children as they move from one year group to the next where necessary. For the academic year 2016 / 2017 we are continuing to build on the successful model of evaluation, monitoring and appropriate interventions for FSM and LAC pupils.

Pupil Premium funding will be used in the following ways;

- Pastoral Support
- Whole school INSET – PSHE/Reading/Teaching and Learning
- ECAR Training/resources
- Y6 Boosters – Lit/Maths
- Mainly on Teaching Assistant Support within the classroom, so that these pupils receive small group teaching, or individual tuition, which helps the children to get more personalised support thus improving their learning and progress.
- Specialised learning resources if needed.
- Subsidising the payment of school Trips and events in school.
- Subsidising the payment before or after school clubs
- Support for pupils who are not on track to succeed ARE in English, or Maths in KS2.
- Curricular enrichment
- Enhanced outdoor area

Linking with other agencies to help children and families with wider issues?

As a school we pride ourselves on the very good multi agency support network that we offer children and families. We call on numerous outreach workers, such as Speech and Language, Occupational Health, and Educational Psychology. As a result pupils make progress, and families feel supported.

Communicating with Parents

Each year in July, parents receive a copy of their child's report detailing the attainment and progress made by their child. Where pupils receive outside agency help or ONE to ONE tuition parents will continue to be informed.

To keep parents informed our school's use of the Pupil Premium a report will be published on the school's website every September.

Research suggests that not all families register their children for FSM, even when they are entitled to them. The money which we receive at Rack House Primary when parents or carers claim their entitlement to FSM is important. We continue to encourage parents and carers to apply for FSM if they are eligible.

The Role of Governors

In addition to this report, reports are made to the Governing Body on a termly basis through the Headteachers Report to Governors. These continue to inform governors of tracking procedures and the impact of interventions and support programmes.

Transfer of FSM Information between Schools

Where children are moving to Rack House Primary School, contact with class teachers and previous schools/nursery settings takes place in order to determine potential. FSM eligibility is assessed and all children receive interventions where appropriate.

Where children leave Rack House Primary School, receiving schools will be made aware of children's most recent support programmes prior to transfer in order to guide continuity in provision and assist transfer discussions with parents and carers.

Darren Amesbury Headteacher
July 2016