

Pupil Premium – Report on 2014/15 Pupil Premium Grant

Background

The School had 121 children for whom it received Pupil Premium Funding for 2014/15. The amount the School received was £1300 per child giving a total of £159900.

At Alderman Richard Hallam, we have high aspirations and ambitions for our children. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in ways they think will best support the raising of attainment for the most vulnerable pupils. This report outlines the way the Governors and staff of Alderman Richard Hallam Primary School have decided to use these funds in order to achieve our vision to:

"... promote learning. We see this as a lifelong process and we define learning in terms of skills, concepts, knowledge, understanding, attitudes and values. This prime purpose will direct everything that the school attempts to do because we believe an educated person is someone who appreciates what is good and beautiful, has a hunger for knowledge and a fearless respect for the truth."

In order to achieve this vision the governors decided that Pupil Premium monies can be spent on a range of areas including staff, resources, activities and subsidies throughout the year and for practical things like uniform and trips.

Expenditure 2014/15

Below is an outline of how we spent the Pupil Premium Grant for the year and what we achieved. These are the things we did this year to ensure we spent the money as appropriately as possible and through this to ensure we supported children effectively, involved staff and met the children's needs.

An Inclusion Manager was appointed to oversee the Pupil Premium budget and to respond to the data we hold on children's academic performance to ensure the best use was made of the available funds.

In April and May the Inclusion Manager began by benchmarking the performance of the school with other schools and visited Taylor Road, Soar Valley and Babington as they have outstanding practice in terms of Pupil Premium delivery. This helped the school to identify partners to work with to share good practice. As a result of this we worked in partnership with Babington Community College and Lancaster Boys schools and a network of primary schools including Buswells Lodge, Northfields House, Beaumont Lodge, Mowmacre and the Secondary Behaviour Support Service.

Mr Gray the Inclusion Manager also conducted an internal audit of the Pupil Premium activities and the cost of these activities. This internal audit led to Mr Gray developing a strategy for the financial year 2015/16, and a system for how the money would be spent. It

also identified areas of good practice that were successful and identified some areas for improvement taken from the work with Babington and the network.

The network and the audit resulted in developing a pilot for the financial year of an approach to spending the money called the Star Challenge Academy. This pilot was run in Year 5 with the Pupil Premium children and proved to be a success in supporting the children to improve in their attendance, confidence, team working skills and resilience.

The amount of the school's allocation from the Pupil Premium grant for 2014/15 was £159900.

Details of how the school spent the grant for 2014/15 are:

Staff to support identified children at a cost of £118,794, (75% of the overall grant) including;

- General Teaching Assistants who were all directed to spend at least a proportion of their time with Pupil Premium children, providing additional support to identified children to improve their learning. This included reflection time, guided reading, 1:1 support, support at Breakfast Club and Homework Club to do extra learning and to assist in delivering specific workshops and lessons to targeted children. This cost £45,679.
- A teacher who provided specific support for Pupil Premium children, as well as other children in Year 6, in Maths. This cost £10,900.
- A Teaching Assistant who provided group sessions to children in all year groups in a maths programme called First Class at Number. This costs £11,834.
- Two teachers who undertook the Reading Recovery programme in Key Stage 1. This cost £22,572.
- A proportion of the salary of the Inclusion Manager was paid for out of the Pupil Premium grant to manage the spending and to coordinate and arrange activities such as one to one mentoring to Pupil Premium children, targeted interventions and other activities by providers from outside of the school staff, such as the Premier League Reading Stars, a Nurture Group, Forest Schools and motivational groups such as 'Be Great'. This cost £14,729.
- A Teaching Assistant was also paid to deliver a successful literacy programme to Year 6 children, Ready to Read. This cost £13,080.

Money was spent on taxis, buses and transport costs for children to attend school because children need to be in school to progress. This also covered transport to learning events, trips and other activities that they would otherwise miss out on. This cost £1386 which is 1% of the grant.

The school also spent £6590 (4.2% of the total Grant) on learning resources. These resources included laptops so Pupil Premium children had access to 'Education City', a web based homework programme. They accessed this at Homework Club and Breakfast Club, as well as at Saturday School. Other resources purchased were specific sensory learning aids for children to learn through play, particularly if they had a learning disability. Money was also spent on swimming lessons, interactive games and educational games for use at Homework Club and Breakfast Club, as well as Saturday School. Every Pupil Premium child was also given books from the Scholastic Book Fair that takes place twice a year. Children were able to choose a book each time the fair came and this was paid for by the Pupil Premium Grant. Additionally, as well as allowing children to build up the books they were able to have at home, a teacher developed a parents and children reading group for Year 1 where the school purchased appropriate age related books and the parents and children were then allowed to take these books home thereby encouraging parents to read with their children. A proportion of this money was also spent on playground facilities, such as an outdoor map and improvements to the playground.

£13,760 (8% of the Grant) was spent on projects, trips, events, access to opportunities, uniform and PE Kit. Projects and access to opportunities included a Nurture Group, Forest Schools, Premier League Reading Stars, school trips, specific resources for targeted groups (such as Star Challenge Pilot in Year 5), Academic Coaching of Year 5 and Year 6.

Homework Club, Breakfast Club and Saturday School accounted for £18,470 (11.3% of the of the money spent). These clubs offer enhanced opportunities for children to complete homework with support from staff, access the ICT resources available, take part in guided reading, meet children in other year groups, access learning resources and games and provide children with even greater access to academic coaching from teachers. In addition, at Breakfast Club children start the day with a healthy breakfast which enables them to learn more effectively in school.

The Impact of the Pupil Premium Spend on Children's Learning.

In 2014/15 we focused on achieving two things, firstly, improving attendance and the attitude of pupils to learning and, secondly, targeting reading and mathematics.

Attendance at the school as a whole has improved, as can be seen in the table below.

Year	Persistent Absence Percentage	Persistent Absence Percentage Pupil Premium Children
2013	4.2%	5.7%
2014	3.5%	5.0%

In addition to the success in reducing Persistent Absence we have also managed to reduce the gap in performance between pupils who are on Free School Meals, and those who are

not, in reading and mathematics. 'Closing the gap' is the terminology used by government to talk about the difference in academic success between children who have Free School Meals, and therefore get Pupil Premium Grant, and those children who are not on Free School Meals.

In response to the 'gap' in Mathematics in KS2 for 2014 the school made a decision to work in collaboration with Babington Community College who have an outstanding record on 'closing the gap'. The impact of working with Babington Community College has been a renewed emphasis on celebrating the successes that children with Pupil Premium receive. This has been done through the 'Star Challenge Academy' pilot in Year 5. For 2015/16, due to its success we plan to roll out the Star Challenge Academy strategy to all year groups.

The Star Challenge Academy children in Year 5 enjoyed a Forest School day. All the children learnt to build a shelter and played games in the woods designed to get them to work as a team. The children reported that they had felt an improvement in their team working skills, with one child saying: *"I felt that I could work with other children better, I didn't think I could before."*

The school has also invested in the Premier League Reading Stars programme run by Leicester City Football Club Community Trust which works to build links between the club and the community. The aim of the Trust through its education programme is to utilise the vehicle of football to engage and motivate children to achieve. Premier League Reading Stars is accredited, monitored and developed by the National Literacy Trust. The outcomes for the programme, which have been independently evaluated, are that children will make on average six months reading progress in the course of the ten week programme the school has bought in to. The aim of the programme is to inspire and change attitudes towards learning using the brand of Leicester City Football Club to raise literacy levels in reading and writing. The curriculum based sessions are linked to practical activities which incentivises the pupils taking part.

Identified children were also provided with access to a motivational group run by an organisation called 'Be Great'. This aimed to improve children's confidence, team working skills and improve their motivation. It provided them with an understanding of why education was important and thus, gave them additional motivation to do well in class. One child said of the 'Be Great' Group they attended: *"This was epic"*, whilst another said, *"It has helped me to be more confident in myself."* Of the 30 children who took part, all thirty said that the classes were 'Excellent' on the evaluation. Additionally, all children mentioned how they felt they had improved their confidence by attending their groups.

Interventions from staff are monitored to show impact on the children's learning and these have shown to have an impact on the children being given additional support. A 'Ready to Read' group delivered by Mrs Mee has seen children progress in their reading. A Numbers Count group delivered by Mrs Boughton has seen children make progress in their

mathematics across the year groups, whilst a specific intervention group delivered by Mrs Allen has seen children make rapid progress in Year 6 in their maths, on average improving by two sub levels in twelve weeks.

The school is predicting some very good SAT results in Year 6 in 2015 which will be the natural outcome of the interventions put in place for Pupil Premium pupils. The school is keen to see all children make progress good practice is shared across the school. A Book project run by Miss Cree with parents and children in Y1 was so successful in getting parents and children reading regularly that it will be run in more year groups during 2015-2016.

Looking Forward

During 2015/16 we aim to:

- Have high impact for low cost with our interventions following the research base from organisations like the Sutton Trust which researches successful approaches in education.
- To follow the 'Star Challenge' model piloted in Year 5 in 2014/15 and roll this out across year groups.
- The Inclusion Manager will identify external opportunities for Star Challenge Academy children that accelerated learning through developing self-confidence, team working skills and address individual needs where appropriate through spending money on specific one to one interventions, such as mentoring or counselling.
- To evaluate the impact of interventions on Pupil Premium children, including Teaching Assistants at the point of delivery. Success of interventions will be reported to the Inclusion Manager who will monitor what approaches are most successful to ensure the schools gets value for money from its Grant.