



Pupil Premium Grant Financial Summary and Impact **Academic Year 2014/15**

Featherstone Primary School is situated in Birmingham. The school has 36% (2015 ROL) of its community on FSM . Our allocation of Pupil Premium for the academic year 2014/15 was £129, 360.

When considering how best to maximise this funding, we used proven research and further adapted this to inform our strategic decision making.

Our journey started in May 2013 in identifying the barriers to pupils' learning. To answer this question we looked at all areas of influences which were preventing our pupils from making the required progress and also how to narrow the gap between Free School and Non-Free School Meal pupils.

The action research identified two specific areas of needs:

- (i) Attendance, Punctuality and Pastoral**
- (ii) Academic Needs (progress in literacy and numeracy in particular)**

The Leadership Team presented a strong case to the Governors to validate how we could make full use of the funding to boost the performance of disadvantaged pupils and to narrow the gap with their non-disadvantaged peers. This action became part of our School Improvement Plan showing how Senior Leaders were held accountable in the use of Pupil Premium Funding and demonstrating its impact. Furthermore, the Head Teacher also had this as part of his Performance Management, thus impacting on whole school drive to ensure that the funding was used accurately in order to demonstrate impact for the two identified areas above.

The Head Teacher took immediate action and allocated a Senior Leader to take control as the Pupil Premium Co-ordinator (PPC). The Head Teacher and PPC identified the needs of the PP pupils and initiated a system to provide tailored provision ensuring pupils made accelerated progress regardless of their ability.

The Head and PPC placed the level of accountability of the progress of PP pupils on the Class Teachers. As a result, Performance Management targets were set for all Teachers and Support Staff to demonstrate progress of all PP pupils as one of the objectives. The impact of this is that Teachers now include focused sessions for PP pupils. Support Staff are also made accountable through their Performance Management targets to evidence the progress of interventions.

Furthermore, the funding from the PP was used effectively to release the Class Teacher, enabling them to focus on the PP pupils and helping to narrow any gaps in their learning. HMI OFSTED (November 2013) reported:

“Pupils supported by the pupil premium make good progress and are closing the gap between their attainment and that of others. The Managers of the pupil premium funding do their jobs well. The impact of their work can be seen in good or improving outcomes currently seen in school. Pupil premium funding is appropriately directed to support the progress of eligible pupils and to include them in the school’s activities”.

‘This is by far the best way that I have seen Pupil Premium being used’ Lead HMI (Nov 2013)

‘ Detailed records are maintained regarding the impact of pupil premium funding. These pupils now demonstrate accelerated progress in response to the additional help they have received. Nevertheless, teachers remain responsible for the progress of all pupils in their class and they are expected to know the nature of the additional support and how it can be further developed in class.’ HMI Monitoring Visit March 2014

‘Pupil Premium pupils are quickly identified, their needs known, interventions planned and carefully delivered and monitored’ Triad Review project October 2013

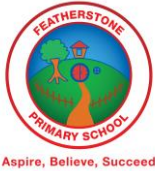
Summary of Spend of Pupil Premium Grant 2014/15 (Academic Year)

	Total PPG
Financial year 2013/14	74,334
Financial year 2014/15	120, 393
Financial year 2015/16	129, 360

	Total PPG
No of children on roll (2014/15)	278
% children entitled to PPG % children FSM	36% (2015 - RAISEonline)
Academic year 2014/15 PPG received	£70, 229.25 = 7/12 of 120, 393(Financial year 2014/15) £53, 900 = 5/12 of 129, 360 (Financial year 2015/16) Total = £124, 129.25

Use of PPG Funding Academic Year 2014/15

<u>Improving Teaching and Learning:</u>	30, 612.01
<ul style="list-style-type: none"> • CPD for staff in closing the gap for Pupil Premium children • Resources for our learners 	
<u>Academic support-</u>	40, 774.18
Intervention for PP children: <ul style="list-style-type: none"> • Accelerating progress of PP children in English and Maths. • Releasing class teachers to deliver intervention. • Additional EYFS staff- ensuring our children have the best possible start to their education 	
<u>Pastoral support-</u>	43, 897.93
<ul style="list-style-type: none"> • Helping our children to be better learners. Address barriers to learning. • Increasing attendance. • Reducing lateness. 	
<u>Enrichment opportunities-</u>	13, 830.97
<ul style="list-style-type: none"> • Giving our children a wide range of opportunities and experiences 	
	Total spend: 125, 037.21 Total PP allocation for Academic Year 2014/15: £124, 129.25
Please see detailed records for more information and a break down of each area of spending, including its impact.	



ATTAINMENT AND PROGRESS
Narrowing the Gap in pupils progress/ attainment through the use of Pupil Premium Funding 2014-2015

KS2 Outcomes (ROL 2015)

Subject	School PP children	School Non PP	Nat Non PP
% expected progress in Mathematics	83%	81%	90%
% expected progress in Reading	100%	90%	91%
% expected progress in Writing	100%	95%	94%

KS2 Outcomes (ROL 2015)

Subject	School PP children	School Non PP	Nat Non PP
% RWM Combined	86%	88%	85%
% L4+ Mathematics	86%	88%	90%
% L4+ Reading	86%	88%	92%
% L4+ Writing	100%	88%	90%
% L4+ EGPS	86%	88%	84%

APS- Attainment Gap Comparison									
	School (between PP and Non PP)			National (between PP and Non PP)			School PP and National Non PP		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Overall	-0.7	-1.6	-0.7	-2.4	-2.4	-2.3	-2.6	-3.2	-1.9
Reading	-1.8	-1.2	-0.9	-2.3	-2.2	-2.0	-2.2	-5.0	-0.9
Writing	-0.6	-1.4	-1.4	-1.4	-2.4	-2.3	-2.3	-0.7	-1.0
Maths	-0.1	-2.0	-1.1	-2.5	-2.6	-2.5	-3.0	-3.7	-2.8
EGPS	-1.2	+0.6	+0.6	-2.6	-2.5	-2.4	-2.3	-2.9	+2.2

2015 Summary:
APS gap in all subjects is significantly lower than the National gap.
Action:
Increase progress and further close the gap especially in maths:

- Additional teacher in Year 6.
- Intervention for PP children in all year groups, weekly: Class teachers to provide intervention which can be consolidated during all lessons.
- Extended school day for KS2 PP children.
- Mathletics for PP children.

KS1 Outcomes (ROL 2015)

Subject	School PP children	School Non PP	Nat Non PP
APS attainment in Mathematics	17.3	17.6	16.9
APS attainment in Reading	16.9	18.1	17.1
APS attainment in Writing	15.6	16.5	15.8

APS- Attainment Gap Comparison									
	School			National			School PP and National Non PP		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Overall	-1.9	-2.1	-0.8	-2.0	-1.8	-1.8	-2.0	-1.8	0
Reading	-3.0	-0.9	-1.2	-2.0	-2.0	-1.9	-2.5	-1.0	-0.2
Writing	-1.9	-3.1	-0.9	-2.0	-1.9	-1.8	-2.0	-2.6	-0.2
Maths	-1.0	-2.2	-0.3	-1.8	-1.7	-1.8	-1.5	-2.0	+0.4

2015 Summary:
 The APS gap for all subjects is well below the National gap.
Action:

- Intervention for PP children in all year groups.
- Mathematics for PP children.

EYFS Outcomes

Subject	School PP children	School Non PP
% GLD	64.3%	69.6%
% expected progress	100%	100%