

Pupil Premium Data Publication 2013-14 academic year.

Summary of Pupil Premium Grant spending 2013- 2014.

Total Premium Grant: £73 000

Objectives in spending Pupil Premium Grant:

- To ensure that children in receipt of Pupil Premium Grant and Free School Meals are fit to learn both academically and emotionally.
- To narrow the gap in terms of attainment for children in receipt of Free School Meals.
- To accelerate progress for children in receipt of FSM.
- To ensure that of Pupil Premium Grant and Free School Meals are able to access all learning opportunities in the school curriculum including life experiences they may experience as part of clubs and education visits.

Summary of spending and actions taken for 2013-14 academic year:

- Interventions for English, Maths and, Personal, Social and Emotional support and THRIVE were run during academic year.

Interventions included:

- Forest schools.
- Shakespeare for schools- an enrichment literacy project.
- Music performance projects.
- Maths and Literacy targeted interventions
- Self Esteem and Nurture Groups.
- THRIVE Groups and 1 to 1 support to promote emotional literacy and build the resilience needed to learn.
- Allotment club to build self-esteem and the resilience needed to learn.
- Gardening groups to build self-esteem and the resilience needed to learn.
- 1:1 Reading and FFT Wave 3 reading interventions for year 1 and 2 children.
- Additional Phonics and support for children with Specific Literacy Difficulties/Dyslexia.
- Purchases of equipment for and places on school residential and enrichment events.
- Maths focus groups with a specialist lead maths teacher.
- Homework Club.

Outcomes to date:

Year 6 Pupil Premium Group Cohort Context.

- *There were 14 children in the Year 6 Pupil Premium Group this year and this was 35% of the entire cohort.*
- *36% of this group had special educational needs with one child with a statement of special educational needs having significant and complex needs.*
- *7% of the group were gifted and talented.*
- *The group were equally split into 50% boys and 50% girls.*

Year 6 Pupil Premium Group Achievement.

- *In Reading 86% of the group achieved level 4+ which equals the national average and 57% achieved level 5 which is above the national average.*
- *In Writing 86% of the group achieved level 4+ which is above the national average and 29% achieved level 5.*
- *In Maths 93% achieved level 4+ which is above the national average and 36% achieved level 5.*

Year 6 Pupil Premium Group Progress since Key Stage 1.

- *In Reading 86% of the group achieved 2+ levels progress which is above the national average, 36% achieved 3 levels progress which is above the national average and 7% achieved 4 levels progress.*
- *In Writing 100% of the group achieved 2+ levels progress which is above the national average and 50% achieved 3 levels progress which is above the national average.*
- *In Maths 93% of the group achieved 2+ levels progress which is above the national average and 29% achieved 3 levels progress.*

Child in Care/Pupil Premium Progress.

In the academic year 2013 to 2014 Orchard Vale had two children in care in year 2.

- *In writing Children in Care who are eligible for Pupil Premium support had average point scores of 17.5 which is 2.5 above the national average of 15. 100% of the children made expected progress of level 2b and one achieved level 3.*
- *In reading Children in Care who are eligible for Pupil Premium support had average point scores of 18.5 which is 3.5 above the national average of 15. 100% of the children made above expected progress of level 2b.*
- *In maths Children in Care who are eligible for Pupil Premium support had average point scores of 16.5 which is 1.5 above the national average of 15. 100% of the children made expected progress of level 2b and one achieved level 2a.*

Planned spending and actions for 2014-15 academic year.
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Total Premium Grant: £106 600

We have reflected on our spending, its impact on children's learning and the school progress and attainment data when considering our spending for this forthcoming academic year.

Interventions for Reading Writing, Maths and Personal, Social and Emotional Development will continue to run across the academic year.

Interventions will include:

- Forest schools.
- Music and drama performance projects.
- Maths and Literacy targeted interventions in all year groups.
- Self Esteem and Nurture Groups.
- Family THRIVE, THRIVE Pupil Groups and 1 to 1 support to promote emotional literacy and build the resilience needed to learn.
- Gardening club to build self-esteem and the resilience needed to learn.
- Clubs to build self-esteem and the resilience needed to learn.
- Pre-literacy and story language interventions in Reception.
- Reading and Phonics interventions for year 1 and 2 children.
- Additional Phonics and support for children with Specific Literacy Difficulties/Dyslexia.
- Purchases of equipment for and places on school residential and enrichment events.
- Homework club
- Music tuition lessons
- Collaborative learning groups in Reception
- Auditory memory groups.
- Personal support budgets to facilitate attendance at clubs, school visits and events.

Orchard Vale School: PUPIL PREMIUM ACTION PLAN 2014 – 2015

The **Pupil Premium** is funding granted to support the educational experiences of pupils in receipt of Free School Meals. From April 2012 this funding also included pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Children who have been looked after continuously for more than six months and children who have parents serving in the armed forces are also eligible.

In 2014 the school received £106 600 in Pupil Premium funding. The objectives in spending this funding were:

- To narrow the achievement and progress gap for Pupil Premium children across the school by addressing inequalities and raising the attainment and aspiration of those children who receive the funding;
- To ensure that pupils have equal access to curricular and enrichment activities.

The summary of proposed spending, actions taken and impact in 2014 – 2015 are outlined in the table below.

SUMMARY OF PROPOSED SPENDING AND ACTIONS IN THE 2014 – 2015 ACADEMIC YEAR					
EARLY INTERVENTION					
Target 1: To ensure that all pupils in receipt of Pupil Premium are fit to learn and their social and emotional needs are met so that barriers to learning are removed.					
Rationale	Action	Cost	Staff member s	Success Criteria	Impact
It has been found that many PP children need social and emotional support at some point during their school career to remove barriers for learning and ensure that they are fit to learn. We have also found that working with both parents and children has been beneficial to both parties.	<ul style="list-style-type: none"> • Whole class THRIVE screens termly. • THRIVE Meet and greet sessions for children who need additional support at the start of the school day or who need support with transitions. • THRIVE 1 to 1 and small group sessions for children once or twice a week. 	<p>£8400</p> <p>9 hours of support per week.</p> <p>342 hours per year.</p> <p>33 children to be supported</p>	SM/MM /SF	<p>The majority of pupils will achieve at least national age-related expectations as they are fit to learn.</p> <p>The majority of pupils will achieve 3.5 ARTP.</p>	

	<ul style="list-style-type: none"> 6 week THRIVE courses for families and pupils. 	<p>Up to 12 families to be supported per term.</p> <p>Possible additional 2 hours per week or 12 hours per term.</p>			
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EARLY INTERVENTION

Target 2: To provide children in the Early Years Foundation Stage with opportunities to develop pre-literacy skills and storytelling language in a language rich learning environment.

Pupils in receipt of Pupil Premium in Reception will achieve GLD.

Rationale	Action	Cost	Staff members	Success Criteria	Impact
It has been found that on entry to the Reception year in 2013 that children in receipt of Pupil Premium have gaps in using narrative and storytelling language and pre-literacy skills.	<ul style="list-style-type: none"> Use of Early Interventions to develop language and early literacy skills led by teachers and TA's - Sutton Trust 6+ Months. Use of Collaborative Learning tasks to engage children in pre-reading and early literacy activities.- Sutton Trust 5+Months. Forest school weekly sessions for Reception and SLC children. Sutton Trust 5+Months. 	<p>£11 500</p> <p>10 hours per week</p> <p>380 hours a year.</p> <p>£1200</p> <p>2 hours per week for all children.</p> <p>152 hours a year.</p>	LM SS	<ul style="list-style-type: none"> Children will have small group daily sessions to develop early literacy and pre reading skills. All children will have a reading session daily. All children will achieve GLD by the end of the Reception year. 	

THE WIDER CURRICULUM

Target 3: To enable all children to take part in the whole curriculum and learning opportunities that enhance and develop their life experiences and skills

To involve more pupils in after school activities and teams.

Rationale	Action	Cost	Staff members	Success Criteria	Impact
Financial restraints can impact on a pupil's opportunities to access educational visits and offsite learning activities.	<ul style="list-style-type: none"> Use of financial provision in place to ensure all pupils have equal access to visits and residential as they receive a 50% reduction in all costs or full funding Yr 5/6 residential +3 months. 	£10 000	All teachers	All children will have access to learning outside of the classroom and gain greater life experiences.	
Personal support budgets.	<ul style="list-style-type: none"> Use of financial provision in place to ensure all pupils have equal access to clubs, activities and educational opportunities both in and out of school and will not be unable to access then due to a lack of funds , equipment or transport etc. 	£3000		All children will have access to learning outside of the classroom and gain greater life experiences.	
Financial restraints can impact on a pupil's opportunities to experience common place life experiences like going to a woodland, beach, museum, theatre or on a train.	<ul style="list-style-type: none"> Use of financial provision in place to ensure all pupils have equal access to visits and experiences to broaden and extend their life experiences. Full funding will be in place for these events. 	£2 000	All teachers	All children will have access to learning outside of the classroom and gain greater life experiences.	
Pupils are often not encouraged by parents to attend clubs.	<ul style="list-style-type: none"> Use of targeting pupils encouraged to be part of homework clubs, sports clubs and other clubs offered each term such as loom bands, crafts, Eco club.- Sutton Trust +1 month. and +2 months. Use of targeting pupils for music tuition who would not normally be able to access lessons. 	Homework club- £500 for 3 terms. £200 other clubs £300	Teachers and TA's.	Levels of self-esteem will increase. Sense of value in the school community. Homework will be completed.	

READING, WRITING AND MATHS

**Target 4: To narrow the gap between those pupils eligible for PP with national expectations for all pupils.
Pupils in Year Six should achieve at least age-related expectations in reading, writing and maths.**

Rationale	Action	Cost	Staff members	Success Criteria	Impact
Pupils eligible for PP are nationally at risk of underachieving compared with age related expectations.	Specialist support sessions for pupils in Years 5 and 6 daily and weekly.- Sutton Trust +4 months. SPLD literacy groups x3 per week. Daily reading support sessions 1 to 1. Auditory memory group x 3 per week Weekly maths support groups 1 to 6. Literature group for year 6 high achievers- Weekly.	£ 10 000 24 hours a week. 880 hours a term.	LG HB/LY CH	The majority of pupils will achieve at least national age-related expectations.	
	Specialist group interventions for Reading, Writing and Mathematics for pupils across KS1 and KS2 (see individual class teacher plans) Sutton Trust +4 months.	£50 000 35 hours a week 1330 hours a year.	Class teachers and HTLAs	Pupils' attainment will become closer to national expectations, with the expectation of achieving at least age- related expectations by the end of Year Six.	

**Target 5: Pupils in receipt of Pupil Premium in Year One will reach national expectations in the phonics assessment.
Pupils in receipt of Pupil Premium in Year Two will reach national expectations at the end of year 2.**

Rationale	Action	Cost	Staff members	Success Criteria	Impact
Early intervention is key to preventing pupils falling behind at an early age.	Early intervention through targeted phonics work and reading groups with DH.- Sutton Trust +4 months.	£9500 12.5 hours a week. 475 hours a year.	DH/MC/MM	Pupils will achieve highly in the Year one phonics assessment and will narrow the gap on their non PP peers at end of year 2 by reaching the national expectations.	

Pupils eligible for PP are nationally at risk of underachieving compared with age related expectations.				.	
Target 6: To ensure pupils and teachers have high expectations of pupil progress and attainment.					
Rationale	Action	Cost	Staff members	Success Criteria	Impact
Pupils eligible for PP are nationally at risk of underachieving compared with national expectations.	Challenging targets are set and supported by high quality teaching. Teachers ensure that all pupils receive regular, effective feedback to improve upon their work.	No cost	Class teachers	Effective one-to-one feedback through dialogue with pupils and marking ensures pupils now how to be successful. Children feel secure, with high self-esteem. Children know what is required to be successful and when they have achieved this.	

Total: £ 106 600