



## Pupil Premium Report – September 2014

### Overview 2013-2014

Total number of pupils on role	202
Total number of pupils eligible for PPG	69 (34.1%)
Total amount of Pupil Premium Grant	£69,569

### Summary of Pupil Premium funding 2013-2014

Provision/resource	Objective	Outcome
<b>Quality Teaching and Learning</b>		
Head Teacher Interim Head Teacher	To continue to support and train high quality teaching and support staff to ensure that day- day teaching, including marking and feedback meets the needs of each learner.	Teaching and learning across the school will be of a consistently high standard.
SENCO	To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress.	Barriers to learning and identified gaps overcome resulting in improved attainment and progress.
Pastoral Manager	To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning.	Pupil discussions and teacher observations show improved peer/parent relationships which has led to better engagement with learning and the school in general
ELSA	To provide support to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning	Pupils' confidence and self-esteem are being improved through this provision reducing factors affecting learning.
1:1 Tutor	To increase attainment for identified pupils and close gap to ensure that they make expected progress and achieve age related expectations.	Improved attainment and progress in literacy and maths of pupils completing 1:1 tuition
Lunch time supervisor	To ensure safe and protected play time for vulnerable pupils.	Pupils will have positive play experiences and socialise in an appropriate manner.
TA – interventions Catch Up	To raise attainment of identified vulnerable and underachieving	Barriers to learning and identified gaps overcome



Precision Teaching Paired Reading	pupils needing very specific additional support	resulting in improved attainment and progress
		<b>Total - £61,517.43</b>
<b>Talking Partners</b>		
Specialist Teaching Assistants	To deliver a small group intervention to vulnerable pupils to help improve their speaking and listening skills, confidence and self-esteem.	Pupils taking part in the intervention will have more confidence to contribute in class, have the opportunity to develop their vocabulary, questioning and improve their social skills in a safe environment.
		<b>Total – £510.50</b>
<b>Attendance</b>		
Office Administrator	To ensure all vulnerable pupils are attending school to be able to fully access the curriculum.	To liaise with the HT, DHT and EWO if any attendance is a concern to ensure pupils are in school and learning.
		<b>Total – £1987.20</b>
<b>External Support</b>		
Educational Psychologist weekly visits	Providing specialist knowledge and assessment to help support pupils’ learning. To provide staff with the correct strategies to support teaching and learning.	Barriers to learning are being addressed resulting in improved attainment and progress.
Early Years Foundation Stage support	Providing specialist knowledge and resources to support pupils’ learning.	Barriers to learning are being addressed resulting in improved attainment and progress.
Alternative curriculum	To offer vulnerable pupils the opportunities to experience new things and ways of learning.	To make progress and raise attainment through new real life experiences.
		<b>Total - £3865.00</b>
<b>Resources</b>		
Talking Partners resources.	To train 4 TAs to be able to deliver the Talking Partners Intervention effectively.	For the chosen TAs to deliver, assess and evaluate the intervention in order for the specific pupils involved to make progress with their speaking and listening skills.
Uniform	For pupils to feel part of the school and emotionally supported.	Vulnerable pupils feel part of the school team.
Specific Pupil Premium resources (handwriting)	Providing specialist resources to support pupils’ handwriting/fine motor skills/presentation of writing.	Barriers to learning are being addressed through the use of resources resulting in improved attainment and progress.
Trips subsidy	To provide team building/ peer support experiences in order to	Pupil discussions and teacher observations of pupils on trips



	develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning.	show improved social and emotional abilities which have led to better engagement with learning in class.
Extra curricular	To provide vulnerable children with a wide range of experiences to develop their self-confidence and self-esteem.	Pupils have improved social and emotional skills and are more able to access the curriculum
		<b>Total - £1689.00</b>

Total PPG Received	£69,569
Total PPG Expenditure	£69,569

**Results to show the impact of pupil premium 2013-2014 at Fir Tree Primary School & Nursery**  
**(results shown are the % of each group)**

% of Year 1 children working at expected level in phonics	
PP	85%
Non-PP	96%
LA average	72.8%

**% achieving national expectations in Year 2 and 6 for English and mathematics**

Year 2 pupils achieving 2b+ Reading	Year 2 pupils achieving 2b+ Writing	Year 2 pupils achieving 2b+ Mathematics	Year 6 pupils achieving level 4+ Reading	Year 6 pupils achieving level 4+ Writing	Year 6 pupils achieving level 4+ Mathematics
PP – 83%	PP - 75%	75%	80%	90%	90%
Non-PP – 92%	Non-PP - 78%	85%	87%	75%	87%

LA % pupils achieving level 2b+ Reading	LA % pupils achieving level 2b+ Writing	LA % pupils achieving level 2b+ Maths	LA % pupils achieving level 4+ Reading	LA % pupils achieving level 4+ Writing	LA % pupils achieving level 4+ Maths
83.8%	72.5%	81.9%	92.9%	89.2%	88.2%



Year 6 PP pupils achieving 2+ levels across KS2

2+ levels progress across KS2	
Reading	100%
Writing	100%
Maths	94% (1 child)

**Objectives of Pupil Premium Spending 2014-2015:**

*To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress.*

- To provide high quality teaching
- Providing small group work with an experienced teacher or specialist Teaching Assistant
- To allow access to effective 1:1 and small group interventions
- Providing 1:1 tuition with an experienced teacher
- To provide training for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils
- Additional teaching and learning opportunities provided by external agencies
- Providing specialist resources to support children’s learning
- Improving the quality of educational experience and provision
- Special Educational Needs Co-ordinator time to audit, monitor and identify new plans and interventions.

*To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning.*

- Subsidising the cost of planned trips or extra-curricular activities throughout the year
- Providing small group work with a specialist Teaching Assistant e.g. Emotional Literacy Support Assistant (ELSA), social skills group and speaking and listening interventions.
- Providing children with opportunities of enrichment throughout the year.
- Use the newly appointed Sports Coordinator to develop children’s sports abilities, team work skills and boost confidence and self-esteem.
- Providing parents with the support that they need to better help their children overcome barriers to learning.
- Arrange events to encourage parents to come into school to see how best to support their children.

**Summary of Pupil Premium funding 2014-2015**

Provision/resource	Objective	Outcome
<b>Quality Teaching and Learning</b>		
Executive Headteacher Associate Headteacher	To continue to support and train high quality teaching and support staff to ensure that day- day teaching, including marking and feedback meets	Teaching and learning across the school will be of a consistently high standard.



	the needs of each learner.	
SENCO	To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress.	Barriers to learning and identified gaps overcome resulting in improved attainment and progress.
Pastoral	To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning.	Pupil discussions and teacher observations show improved peer/parent relationships which has led to better engagement with learning and the school in general
ELSA	To provide support to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning	Pupils' confidence and self-esteem are being improved through this provision reducing factors affecting learning.
1:1 Tutor	To increase attainment for identified pupils and close gap to ensure that they make expected progress and achieve age related expectations.	Improved attainment and progress in literacy and maths of pupils completing 1:1 tuition
Sports Coordinator	To increase confidence and self-esteem through sports and provide opportunities for pupil participation outside of the classroom.	Pupils' confidence and self-esteem are being improved through this provision which will provide them a broad and balanced curriculum. Their sense of belonging and self-belief will increase.
Lunch time supervisor	To ensure safe and protected play time for vulnerable pupils.	Pupils will have positive play experiences and socialise in an appropriate manner.
TA – interventions Catch Up Precision Teaching Paired Reading	To raise attainment of identified vulnerable and underachieving pupils needing very specific additional support	Barriers to learning and identified gaps overcome resulting in improved attainment and progress
Specialist Teaching Assistants – Talking Partners	To deliver a small group intervention to vulnerable pupils to help improve their speaking and listening skills, confidence and self-esteem.	Pupils taking part in the intervention will have more confidence to contribute in class, have the opportunity to develop their vocabulary, questioning and improve their social skills in a safe environment.
		<b>Total - £83,550</b>
<b>Attendance</b>		
Office Administrator	To ensure all vulnerable pupils are attending school to be able to fully access the curriculum.	To liaise with the HT, DHT and EWO if any attendance is a concern to ensure pupils are



		in school and learning.
		<b>Total – £300</b>
<b>External Support</b>		
Educational Psychologist weekly visits	Providing specialist knowledge and assessment to help support pupils' learning. To provide staff with the correct strategies to support teaching and learning.	Barriers to learning are being addressed resulting in improved attainment and progress.
Early Years Foundation Stage support	Providing specialist knowledge and resources to support pupils' learning.	Barriers to learning are being addressed resulting in improved attainment and progress.
Alternative curriculum	To offer vulnerable pupils the opportunities to experience new things and ways of learning.	To make progress and raise attainment through new real life experiences.
		<b>Total - £6750</b>
<b>Resources</b>		
Talking Partners resources.	To train 4 TAs to be able to deliver the Talking Partners Intervention effectively.	For the chosen TAs to deliver, assess and evaluate the intervention in order for the specific pupils involved to make progress with their speaking and listening skills.
Uniform	For pupils to feel part of the school and emotionally supported.	Vulnerable pupils feel part of the school team.
Specific Pupil Premium resources (handwriting)	Providing specialist resources to support pupils' handwriting/fine motor skills/presentation of writing.	Barriers to learning are being addressed through the use of resources resulting in improved attainment and progress.
Trips subsidy	To provide team building/ peer support experiences in order to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning.	Pupil discussions and teacher observations of pupils on trips show improved social and emotional abilities which have led to better engagement with learning in class.
Extra curricular and rewards	To provide vulnerable children with a wide range of experiences to develop their self-confidence and self-esteem.	Pupils have improved social and emotional skills and are more able to access the curriculum
		<b>Total - £4300</b>



Total PPG Received	£94,900
Total PPG Expenditure	£94,900

**Autumn Term 2014:**

2014-2015 impact from the Pupil Premium Grant is that more children will be working at age related expectations and exceeding age related expectations as the year progresses.