

## Pupil Premium Statement 13 14

Financial Year	Allocation Per Pupil	Total School Allocation
2013/14	£900	£117,500

<u>Spend</u>	<u>Impact</u>
<p><b><u>Salary allocation: £75,900</u></b></p> <p>This amount includes the following roles:</p> <p><b>Nurture Manager</b> (50%) – Our nurture manager supports vulnerable pupils each afternoon through SEAL and Nurture (personal, social &amp; emotional support) groups for targeted pupils across school. In addition to this she provides support to the families of these pupils where appropriate.</p> <p><b>EAL support</b> (50%) – Our EAL mentor works across the school supporting in class and with small groups. She works to more intensively in foundation stage and key stage one to ensure early language development of pupils where English is an additional language.</p> <p><b>Attendance Officer</b> (60%) – Our attendance officer works with families where the attendance of pupils is less than 95%. She monitors data, conducts support meetings with families and develops school strategies to increase attendance through awareness.</p> <p><b>Forest School Leader</b> (25%) – Our forest school leader develops and maintains the area and plans and delivers forest school lessons for pupils across the school. Providing pupils</p>	<p>Based on end of 2014 academic year performance.</p> <p><b>Standards of achievement for pupils at the end of key Stage 2</b> at Level 4+ were above or well above national average in all areas. Given that the majority of pupils enter school at well below national average, this represents outstanding progress. At level 4B+ and level 5 standards were above or well above national average in reading, maths and grammar, punctuation and spelling.</p> <p>Pupils making expected or better than expected progress was also well above national average.</p> <p>Pupils eligible for Pupil Premium were well above Sandwell average in all areas. (National average data is not yet available).</p> <p><b>Standards of achievement for pupils at the end of Key Stage 1</b> at level 2+ are at national average in reading, writing and maths. At levels 2B+ and 3 standards are at national average in reading and maths. In writing, standards at these higher levels are below national average but above Sandwell average. Again, this represents at least good progress from their starting points.</p> <p>Pupils eligible for Pupil Premium were above Sandwell average in all areas.</p>

with experiences to draw upon during lessons and develops important skills such as collaboration, problem solving, & leadership.

**Senco (30%)** – Our SENCo works to ensure that all pupils with special educational needs are appropriately catered for through differentiation, appropriate intervention and careful planning. She line manages the learning support staff, liaises with external agencies and parents, delivers training and monitors progress.

**Parental liaison (50%)** – The front office staff provide our parents with information, assistance, support and advice on a daily basis.

**Learning support intervention: £15,000**

In each year group our learning support staff carryout small group interventions to support children to meet their targets in reading, writing and mathematics.

**Curriculum resources: £10,000**

This amount is allocated to allow staff to provide pupils with appropriate resources to support teaching and learning across the curriculum.

**Enrichment & Breakfast club: £5,000**

This amount is allocated to provide pupils with enrichment experiences e.g. theatre visits, holiday play scheme places, trips, visiting authors. Breakfast club supports low attending and low earning families.

Achievement in phonics for **pupils at the end of Year 1** was above both local and national average. Pupils eligible for Pupil Premium were significantly above local average.

68% of **pupils at the end of Foundation Stage** achieved a good level of development. This was above both local and national average.

75% of pupils eligible for Pupil Premium achieved a good level of development. This was significantly above Sandwell average. (National average data unavailable.)

Thus, in terms of achievement, **the impact of Pupil Premium spending has been outstanding.** Analysis of data, however, demonstrates that there is a gap in achievement between white boys and other groups across the school. Some of these pupils are eligible for pupil premium. Priorities for the remainder of the year and beyond include specific development work and interventions to reduce this gap. Interventions include Write Away, Sandwell Numeracy intervention and Digi Smart.

The work of the SENCO and the use of funding to support specific interventions has also been highly effective. At the end of Foundation Stage, KS1 and KS2 the achievement of pupils at School Action and School Action Plus was significantly above the local average. (Data unavailable for National average)

Pupil Premium has part funded an attendance officer for 2 days each week. As a result of this our attendance has risen above national average. The number of pupils with persistent absence has reduced from 32 to 8. This has proved to be a highly effective use of the funding. The Breakfast Club places have been used for children who are persistently late for school or who have poor attendance. The activities provided in Breakfast Club have been an incentive for them to attend.

**Family learning:** £2000.00

Parents of our reception pupils are invited to weekly family learning sessions. This will develop family relationships with the school, inform parents of our processes, policies and the curriculum. It will also provide ideas to help parents to support their children at home. These sessions are planned, led and resourced through pupil premium.

**Equipment:** £10,000.00

This includes ICT, uniform, sensory, nurture, forest school and EAL support materials for use in school and at home.

As a result of the work of the Nurture Manager and Forest School Leaders the engagement of a significant number of targeted children has improved. Teachers report on increased motivation and self esteem and greater resilience when tackling challenging tasks. Analysis of data from the PASS Survey later in the year is expected to provide quantitative evidence of this impact.

Family Learning sessions have encouraged parents to engage more effectively with their children's learning. Parents report that they feel more confident in supporting their children at home, particularly in reading, phonics and maths. Attendance at subsequent Inspire Workshops and information sharing coffee mornings has increased.

Though a relatively low cost, the purchase of new uniform for certain pupils has had significant impact on their self esteem and social relationships. This, in turn, has impacted positively on their engagement and achievement.

Funding spent on enrichment activities for some pupils has also had significant impact on their learning. Children with limited experience often have limited vocabulary and are unable to talk and write freely as they have fewer experiences to draw upon. Tracking of pupils who are eligible for Pupil Premium demonstrates improved quality of writing outcomes and contribution to class discussion. There is also evidence of a positive impact on behaviour and social skills.

Pupils who attended the High School Cool transition groups reported greater confidence in moving to High School. This funding also enabled more effective liaison with parents prior entry to Nursery, Reception or High School.

	<p>Overall, Pupil Premium funding has significantly improved the outcomes of pupils at Old Park School.</p>
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