

Ursula Taylor Church of England School



Pupil Premium Report 2013 - 2014

www.ursulataylorschool.co.uk

Email: ursulatayl@deal.bedfordshire.gov.uk

What is Pupil Premium?

Pupil Premium Funding is a Government led initiative to provide funding to schools for every child who meets the eligibility criteria for Free School meals. (Please see our website for more information regarding eligibility, or speak to Miss Daley in the School Office - 01234 359128)

Pupil Premium Funding has been designed to be allocated to children from low income families. These are:

- children in receipt of Free School meals, at any point in a 6 year period
- children from Service Families
- children who are 'Looked After' or who have been 'Looked After' for more than six months. (In the care of the Local Authority)

The level of funding allocated for each child in 2012/2013 was £900 per FSM child, £300 per services child.

In 2013 / 2014 the Pupil Premium allocation was £1300 per FSM child, £300 per Services Child and £1900 per 'Looked After' child.

Whilst the Government have introduced the Pupil Premium Initiative, they have not dictated how the funding is spent. It is up to the Headteacher and the Governing Body to determine the best use of the funding to directly impact upon the standards achieved by those in receipt of the Pupil Premium. The interventions and strategies used must remove barriers that prevent disadvantaged children from having the opportunities that other children have and also close any gaps in attainment there may be between Pupil Premium and non-Pupil Premium children.

Ursula Taylor Church of England School has a specific Policy to guide the use of the Pupil Premium funding and determine the strategies we will use to effectively provide intervention and extra support for those in receipt.

Our Pupil Premium Policy states:

'As a Church of England School we aim to ensure that the targeted and strategic use of Pupil Premium supports children in receipt of this funding to achieve their full potential.'

Our Principles are:

- We will ensure that the Teaching and Learning opportunities meet the needs of all pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of the socially disadvantaged pupils the school receives Pupil Premium funding for are adequately assessed and addressed.
- Children subject to Pupil Premium funding will be tracked by the SENDCo and Headteacher to ensure that their achievement meets the challenging targets set by the school and that appropriate action is taken if it appears targets might not be achieved.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individual children. The allocation of funding and its impact will be regularly reviewed in half term meetings.

The Policy can be found on our school website: www.ursulataylorschool.co.uk or is available from the school office.

Pupil Premium Expenditure for 2013 / 2014

In the 2013 - 2014 Academic Year we received an allocation of £43,878 in Pupil Premium funding. The funding was used throughout the year to support all children in receipt of Pupil Premium. At the end of the Financial Year we had allocated and used £30,025. The remaining balance has been carried forward into 2014/2015 to allow us to secure some larger projects in relation to resourcing which will further enhance the provision offered to the Pupil Premium children.

School / National Information

Characteristics	Ursula Taylor	National
Number of Children on roll	284	257
% of children in receipt of Pupil Premium	16.1%	26.7%
% of children with SEND	12.7%	15.9%

In order to meet the individual needs of all our children, we have completed a needs analysis for each Year group. This involves the class teachers and Teaching Assistants ensuring that they are aware of exactly who the children in receipt of Pupil Premium are and specific individual needs they may have. Teachers plan accordingly for the children and detail the support offered, who is providing the support and the intended impact. This information is kept in the class bases for all staff to refer to and review at least termly. The information relating to individual pupil progress, for all children and vulnerable groupings is reviewed half termly when assessments are completed. This is an integral part of our data tracking and analysis processes.

The Expenditure of the 2013 / 2014 Pupil Premium money:

Intervention / Provision	Objective	Cost	Impact
Sidney Club Nurture Group (F Stage - Year 4)	To develop Self-esteem, emotional Literacy skills and resilience.	£618.22	Pupils are given the tools to make decisions, be more assertive and develop their resilience. Greater confidence evident in children's behaviour and attitudes towards work.
Extra TA support in Y1	To provide vulnerable groups in Year 1 with extra support. Intervention groups to impact upon Speaking and Listening skill, basic Literacy and Numeracy skills, pastoral support and social, emotional and behavioural support.	£4114.93	Levels of progress increased due to 1:1 and small group basic skill development. Clear impact upon vulnerable children in relation to social, emotional and behavioural support. Children developed strategies to deal with challenging social situations, ensuring their focus could be held for learning.
Year 4 Literacy and Numeracy Intervention	To improve progress and narrow the gap between PP and Non-PP children.	£2,040	High Proportion of PP children concentrated in one class. Confidence has increased due to extra time spent on basic writing and maths skills. PP made more progress than non-PP in writing and maths. Gap between PP and Non-PP less than 1 point in W and M

Year 2 Literacy and Numeracy Intervention	To improve progress and narrow the gap between PP and Non-PP children.	£1,375	Progress of PP greater than non-PP in R, W and M. Gap between PP and Non-PP still significant. Impact of Intervention less than expected. Intervention reduced to one cycle as alternative Intervention sought.
Foundation Stage Vulnerable children Intervention groups 1 x TA deployed to complete all Intervention.	To improve the standards of: Speaking and Listening, Number and Literacy as well as support EAL children developing basic English skills.	£9,411.93	Significant improvement in all areas. Pupils now able to move from emerging in the ELGs to expected and in some cases exceeding. Sp and L with Less able and EAL significantly improved. % of children achieving a Good level of Development in 2014 up in all areas from 2013
Year 4 Less Able Readers Booster Sessions	To improve reading levels of children who require further practice and who receive little or no home support.	£61.71	Impact clear. Sessions boosted confidence and engaged more parents with hearing their child read at home. Gap between PP and Non-PP less than 1 point. Progress for PP was Outstanding. (+7.64 progress points from Year 2)
Year 2 Boys	To improve the behaviour, attitudes and social interaction of a core group of boys.	£31.40	An extra session (January - March) to rapidly improve the attitudes of a small group. Some evidence of improvement in attitudes and engagement. Altered provision to target parent/teacher conversations to further improve.
Early Years Vulnerable Pupils	To ensure consistency of support of Lower ability and vulnerable pupils during long periods of TA absence	£3,484	Impact clear. TA support levels remained at expected levels with absence covered by experienced staff known to the children. Standards of progress and achievement maintained. All ELGs exceeded previous year's % at Good level of Development.
Year 3 and Year 4 Vulnerable Boys 'Boys Club'	To provide extracurricular activities for group of boys whom would benefit from structured, practical activities	£360	Successful club demonstrating great engagement from Boys and clear opportunities to have 'talk time'. Self-esteem building and reduced amount of time dealing with low level behaviour in class time.
Year 4 Vulnerable Girls Drama Club - Speaking and Listening.	To increase self-esteem, resilience and confidence. To motivate girls to tackle challenges more robustly and progress to a greater level in Numeracy.	£300	All girls met Numeracy targets. Girls point score broadly in line with 'all' PP Progress greater than 'all' Significant change in confidence level of some girls, able to use creative outlets to develop confidence.
Year 4 Vulnerable Children - Maths Club.	To complete a series of after school Maths Club sessions focus on basic skill development and confidence building.	£1,080	Vulnerable girls met maths targets. Confidence grew and girls enjoyed maths more than previously. More engagement evident.
Year 3 Vulnerable Children - Literacy Intervention.	To develop language and writing skills for EAL, Less able, Vulnerable children.	£1,971.30	PP and non-PP progress for Reading broadly in line with each other. EAL Progress for writing greater than Non-PP.
1:1 Emotional Support 'Talk Time' (Class Cover)	To cover Class Teacher to allow 'Talk Time' to be delivered by a	£473.94	Talk Time completed and contributed towards pastoral support for vulnerable

	trained member of staff.		children.
Year 1 and 2 Additional Phonics Support	Additional Phonics session to target Pupils making less than expected progress and increase the rate of progress made.	£343.19	% of children reaching age related expectations for the Year 1 Phonics screening highest ever. Those not reaching standard demonstrated good progress since the start of Year 1.
Year 3 EAL	To develop improved speaking skills for writing.	£130.74	EAL progress in line with Non-PP / All
Year 1 Vulnerable children - Writing Booster	To develop improved speaking skills for writing and increase pupils basic skills.	£359.54	PP achieved greater progress than Non-PP in Reading and Writing. Gap in attainment between PP and Non-PP less than 1 point.
Purchase of Jabadeo resources - Foundation Stage / Year 1	To increase the gross motor control skill leading to improve fine motor control skills for writing.	£601.70	Increase in % of children making Good level of Development in Writing. Anecdotal evidence of children beginning to write earlier than predicted.
Y4 Residential Trip to Frontier centre.	To reduce the cost of the trip for Pupil Premium children to allow them to take part in the valuable experience.	£200	Children attended who wouldn't have been able to otherwise.
Year 1 / 2 Multi skills Club	To offer an opportunity for children to attend after school extra-curricular activity club	£90.37	Staff costs covered in order to offer an after school club.
Reduction to school trips for Pupil Premium Children.	To reduce barriers to children attending school visits by reducing costs to parents	TBC	Children are able to attend important educational school visits.
Reduction of Music lesson costs for Pupil Premium children.	To reduce costs for extra Ukulele and Guitar lessons for those in receipt of Pupil Premium. To reduce the barriers to children experiencing important educational opportunities.	TBC	Children are able to have music lessons that otherwise they would not experience.
Teacher's Overtime for Cover / Interventions	To cover teachers to allow interventions / withdrawal groups to occur	£2976.83	Release time for Teachers responsibilities, Continued professional development, Team Planning, Preparation of plans for PP Intervention.

Total Cost of Interventions thus far: £30,024.80

Remaining £13853.20 to be carried forward into 2014/2015 to support the purchase of resources for use by the Intervention Groups and vulnerable children.

Some of the Interventions / programmes completed allowed us to extend the availability and provision to more children.

What our School Improvement Partner has said:

Year 1 'Pupil Premium pupils have made accelerated rates of progress across the three subject areas.' February 2014

Year 4 Reading 'Pupil Premium pupils have also made outstanding progress of 3.97 points over a half year period.' February 2014

Impact of Pupil Premium Provision in 2013/2014 - Data Analysis:

Year 1

Year 1	PP 2013/2014	Non- PP 2013/2014	Nat. Ave FSM 2013	Nat. Ave Non-FSM 2013
No of children	10	48		
%	17.2%	82.3%		
Reading	11.22	13.97	8.8	10.8
Writing	11.44	13.13	7.5	9.5
Maths	10.56	12.22	8.7	10.5
Overall	11.07	13.1	8.3	10.3

Pupil Premium v Non Pupil Premium	School Gap PP v Non PP	National Gap 2013 PP v Non PP	Difference between school gap and National Gap
Reading	2.75	2.0	0.75
Writing	1.69	2.0	0.31
Maths	1.66	1.8	0.14

- Attainment for Pupil Premium and Non Pupil Premium is above National in both areas.
- The most significant gap between PP and Non-PP is in Reading where the gap is significant. This is a target area for 2014/2015.
- The gap between PP and Non-PP is above the 'National Gap' in Reading but below in Maths and Writing.

Year 2

Year 2	PP 2013/2014	Non- PP 2013/2014	Nat. Ave FSM 2013	Nat. Ave Non-FSM 2013
No of children	7	44		
%	13.7%	86.3%		
Reading	14.14	16.86	14.8	16.8
Writing	13.0	16.31	13.5	15.5
Maths	13.86	16.18	14.7	16.5
Overall	13.7	16.5	14.3	16.3

Pupil Premium v Non Pupil Premium	School Gap PP v Non PP	National Gap 2013 PP v Non PP	Difference between school gap and National Gap
Reading	2.72	2.0	0.72
Writing	3.31	2.0	1.31
Maths	2.32	1.8	0.52

- The cohort in Year 2 for 2013/2014 was a challenge in terms of achieving historical expectations and also ensuring traditional rates of progress. The seven children in receipt of PP are also in other vulnerable groups, e.g. SEND and EAL.
- UTS PP Year 2 children were below the National PP in all areas. The Non PP were above National Average in Reading and Writing and slightly below in Numeracy.
- This cohort will be subject to careful tracking in Year 3 and also continuing with a significant level of 1:1 and Small group level support.

- The gap between PP and Non-PP is significant in all areas and needs further intervention and analysis in Year 3.
- The level of support put in place into Year 2 has been significant and has generally yielded the impact we expected. Some alterations have been made to the provision in readiness for the 2014/2015 academic year.

Year 3

Year 3	PP 2013/2014	Non- PP 2013/2014	Nat. Ave FSM 2013	Nat. Ave Non-FSM 2013
No of children	10	47		
%	17.5	82.5		
Reading	19.0	21.7	17.8	19.8
Writing	17.8	19.8	16.5	18.5
Maths	18.4	20.05	17.7	19.5
Overall	18.4	20.5	17.3	19.3

Pupil Premium v Non Pupil Premium	School Gap PP v Non PP	National Gap 2013 PP v Non PP	Difference between school gap and National Gap
Reading	2.7	2.0	0.7
Writing	2.0	2.0	0
Maths	1.65	1.8	0.15

- PP and Non-PP children have achieved above National for PP and Non-PP.
- The gap between PP and Non PP in Reading is 0.7 higher at UTS than Nationally.
- The gap for Writing is equal to National and Maths is less than National.
- The gap between Reading PP and Non-PP is the greatest and will be considered carefully in 2014-2015.

Year 4

Year 4	PP 2013/2014	Non- PP 2013/2014	Nat. Ave FSM 2013	Nat. Ave Non-FSM 2013
No of children	15	40		
%	27%	73%		
Reading	24.07	24.6	20.8	22.8
Writing	21.27	22.7	19.5	21.5
Maths	21.27	22.7	20.7	22.5
Overall	22.2	23.3	20.3	22.3

Pupil Premium v Non Pupil Premium	School Gap PP v Non PP	National Gap 2013 PP v Non PP	Difference between school gap and National Gap
Reading	0.53	2.0	1.47
Writing	1.43	2.0	0.57
Maths	1.43	1.8	0.37

- Standards in Year 4 indicate the PP levels are well above/ above those at National Level. (Reading +3.27, Writing +1.77 and Maths +0.57)
- Standards for Non-PP are also above National levels. (Reading +1.8, Writing +1.2 and Maths 0.2)
- The gap between PP and Non-PP is the smallest across the school in all three areas of R, W and M indicating success over time addressing the barriers to learning the PP frequently experience.

- Year 4 had 15 children (27%) in receipt of PP which was the highest across the school. Intervention and quality first teaching since Foundation Stage resulted in PP children achieving standard roughly in line with their peers.

The Pupil Premium Funding for 2013/2014 has had a positive effect on the standards in school and the reduction of barriers to learning. Our ultimate goal of supporting children to learn and make the best possible progress has been the driving force to offer a wide range of activities, interventions and strategies for support.

Ursula Taylor C of E School were awarded the 'Inclusion' Award at the Music for Bedford Borough Awards for their innovative use of Pupil Premium funding to provide Music lessons for disadvantaged children. This was a wonderful award to receive and proof that we are working effectively to meet our children's needs and provide opportunities that they may not receive otherwise.

Governance and Monitoring Visits

In order to ensure our Pupil Premium Interventions have the maximum impact and effectively removed barriers to learning we have a number of monitoring procedures in place. These include:

- Ms Heather McLeod monitoring standards of PP children and holding progress meetings with staff.
- Mrs Victoria Morrall holding half termly progress meetings with class teachers to look at progress and identify children making less than expected progress.
- Mrs Jennie Jepps - Pupil Premium Governor monitoring PP interventions and impact through a process of Governor visits and Curriculum Meetings.
- Each intervention strategy and purchase is evaluated and reviewed to determine its success.

The most recent Governor visit for Pupil Premium, (Summer Term 2104) highlighted a number of areas of good practice:

" The school has clearly used Pupil Premium to set up a number of interventions to meet the meet a variety of individual needs."

" A table of information lists each child, the intervention they are having and the impact it has had on their NC levels. Most children have made at least two sublevels progress."

Proposal for Pupil Premium Spending for 2014/2015

We have been given Pupil Premium funding of £48,000 for the 2014/2015 Academic Year. This funding will also be supplemented by the remaining balance from the 2013/2014 Academic Year allowing us to purchase some larger resources for use by all Pupil Premium children across the school.

We are also planning on utilising the funding in the following ways:

- Resources to support 'Quality First Teaching'
- Specific focussed TA support for individuals and small groups
- After school Booster Maths and English sessions and clubs
- Multi-skills and Jabadeo Club
- Partial payment towards school trips, including the Year 4 residential
- Support for parents towards Music Lessons

- Payment for TAs to deliver Intervention support in Foundation Stage and KS1
- Payment for experienced Teacher's to complete intervention and additional booster sessions
- ipads and laptops for children to use in lessons and during extra-curricular sessions

Report produced by Mrs V. Morrall