

# **Ursula Taylor Church of England School**



## **Pupil Premium Report 2014 - 2015**

**[www.ursulataylorschool.co.uk](http://www.ursulataylorschool.co.uk)**

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## **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 and 2015/2016 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 Class teachers and the 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](http://www.ursulataylorschool.co.uk) or is available from the school office.

### **Pupil Premium Expenditure for 2014 / 2015**

In the 2014 - 2015 Academic Year we received an allocation of £48,098 in Pupil Premium funding. This was added to the remaining PP funding from 2013/2014 of £13,853 - giving a total of £61,951. 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 £45,098. The remaining balance has been carried forward into 2015/2016 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 (Taken from RAISEonline)

Characteristics	Ursula Taylor	National
Number of Children on roll	286	269
% of children in receipt of Pupil Premium	15%	26%
% of children with SEND	11.2%	13%

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 2014/2015 Pupil Premium money:**

Target Group	Activity and Proposed Impact	Cost
School Trips.		
At UTS we have used the Pupil Premium to reduce the cost of school trips to ensure all children can attend regardless of their financial background. The following trips have been subsidised:		
<b>Year 4 Trip – Cadbury's World</b>	Individual subsidies totalling £89.90 Bus contribution of £490	£579.90
<b>Year 2 Trip – Warwick Castle / Hunstanton</b>	Individual subsidies totalling £65 and £100 Bus contribution of £470	£635
<b>Year 3 Trip – St Albans</b>	Individual subsidies totalling £47.70 Bus contribution of £380	£427.70
<b>Year 1 Trip - Cinema</b>	Bus Contribution of £160	£160
<b>Choir – Music festival</b>	Bus contribution of £115	£115
<b>Year 4 Cluster Arts Day</b>	Bus contribution of £140	£140
<b>Wider Opps Concert - Guitar</b>	Bus contribution of £125	£125
<b>Year 4 Residential</b>	Individual subsidies of £225	£225
<b>Year 3 'sing On!' Concert</b>	Bus contribution of £80	£80
	<b>Total Trip contributions</b>	<b>£2484.46</b>

## Resources.

At UTS we have purchased a range of resources to use in the delivery of Pupil Premium activities. These activities have been chosen to compliment the curriculum, build children's self-worth, provide opportunities for the development of speaking and listening skills and impact positively on children's Literacy and Numeracy.

<b>Year 2 and Year 4 Sewing Club</b>	PP children invited to join a sewing, cross stitch club. To give experience of creative arts and also develop fine motor control for writing.	£45.80
<b>Year 3 PP</b>	'Read, Write, Inc' Dyslexia Support Pack Impact - PP / SEND children targeted through a specific programme to meet their individual needs. Supports children's home learning.	£349.45
<b>Year 1 Construction Club</b>	Purchase of Construction materials for Year 1 Extra-Curricular club. Impact - Children who may not have the chance to use construction materials to build and create in a small group. Also to aid development of fine motor control to support early writing skills. Impact - Children using a range of verbal skills to explain and describe their creations, small finger work to strengthen hands and develop writing skills.	£70.88
<b>Whole School – 'Build It' Club tools</b>	Purchase of tools for children to use whilst working in the 'Build it' Club – a series of lesson constructing bird boxes, leading to written work based on instructional writing.	£218.22
<b>Key Stage 2 Chess Club</b>	Purchase of Chess Sets for KS2 Chess club to support children with logical thinking, speaking and listening skills, reasoning skills for Maths for use in using and applying.	£95.90
<b>PP Pupils</b>	Family Support Centre Goldington.	£100
<b>My Maths Online Subscription</b>	Purchase of a whole school Primary licence for the My Maths online programme. Used to support Teachers developing lessons and providing home learning opportunities. Children who have no parental support with homework can access this independently and still complete tasks. Impact - standards increase as children able to complete work and develop their skills.	£265
<b>Playtime Resources</b>	Sandpit and sand for Lunchtime play for small group of children to access as part of supported playtimes	£21.60
<b>Archery Resources</b>	Resources for after school club to develop hand eye coordination, social skills and opportunity for children to try an activity not previously experienced	£495.83
<b>Anomaly Screen</b>	Playground screen to gain information, watch videos and give children access to resources, and information not accessible in the home	£3947
<b>Junior Librarian</b>	Software for the Library to allow us to have all books catalogued and on a system. Then we can reinstate children taking Library books home. Thus supporting those children that do not have the opportunity to visit a public library. Impact - Increase the profile of reading, children able to borrow school books and support themselves to complete home learning opportunities. Also PC for Library	£2811.25
<b>Total Resource Spend</b>		<b>£8420.93.</b>

## Music

At UTS we value the skills children gain from Music lessons and provide opportunities for all children to access high quality music lessons. To ensure we enable all children to access music we buy in specialist Music Teaching from 'Music for Bedford Borough' our Local Authority Music Service.

<b>Sing on for Year 3</b>	Singing lessons and concert for Year 3 children	£571.40
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<b>Year 4 Guitar Lesson and Foundation Stage Music Enrichment sessions</b>	Guitar lesson for all of Year 4 and Foundation Stage music lessons for all children	£961.68
	<b>Total Music Spend</b>	<b>£1533.08</b>
<b>Staffing</b> At UTS we have used a majority of the Pupil Premium to cover staff costs for the delivery of intervention, activities, catch up sessions and curriculum enrichment.		
<b>Extra PP Teacher</b>	At the start of the Academic year, to rapidly impact upon the 1:1 Reading and Phonics in Year 1 to 4. Impact: Children quickly progressing and challenged.	£3509.39
<b>Foundation Stage and KS1 TA support for intervention / additional support</b>	Additional TA support in F stage and KS1 to deliver a programme of intervention for the disadvantaged and less able children. Programmes focus on early intervention to rapidly improve basic skills allowing greater progress and attainment. Proposed impact to increase rate of children in F stage achieving the GLD and in Year 1 / 2 more children at 'Expected' or NC 2b – demonstrating increased progress.	£15,787.63
<b>Year 1 TA to support PP child with SEND and small group support</b>	Year 1 PP child to receive 1:1 SEND support. Plus offer other PP children extra support with Phonics, Sp and L and Pastoral needs. Impact – SEND/PP child progresses and is able to be inclusive.	Approx. £877.16
<b>Year 2 Maths Club</b>	Extra-Curricular Maths Fun club. Teaching basic skills and revising work from the weeks lessons in a fun, engaging and games related way. Impact – Basic Numeracy skills covered in more detail and improved. Children engaged in Numeracy and enjoying a range of games and activities. Impacting upon skills demonstrated in maths lessons.	10 x 1 hours (plus 2 hours prep)  £360
<b>Year 3 1 hour a week Literacy intervention 1 hour a week Numeracy intervention</b>	Literacy and Numeracy intervention to develop basic skills and embed Year 2 learning. Focused on specific areas that individual children needed to develop, determined by work in class and next steps given by the class teacher. More able PP children given additional lessons to develop their skills and introduce more complex work. Designed to motivate and engage. Impact – Standards increasing in Year 3, pupils making good progress at a rate in line with non-PP peers.	20 x 1 hours (plus 4 hours prep)  £720
<b>Year 4 Reading</b>	Extra 4 hours a week (2 x 2 hours) to impact upon the standards of reading in Year 4. PP children to be targeted to prevent the gap between PP and non-PP increasing further. Narrowing the gap strategies to be employed.	£556.22
<b>Year 3 Extra Basic Skills support</b>	3 afternoons a week for PP children to have extra basic skills taught through their topic. Skilled TA support used to follow Teacher guidance and deliver specific teaching.	£819.55
<b>Whole School Foundation – Year 4</b>	Sidney Club Nurture Club. Impact – To give children a boost in self-esteem, motivate them to engage in their work more, develop their speaking and listening skills and support pastoral needs.	£657.15
<b>G and T / More Able Year 4 PP</b>	School magazine. Children to create a school magazine. Impact upon standards of writing in Year 4, focus children on something meaningful and challenging. After school extra-curricular than children may not be able to access otherwise.	£270
<b>Year 2 Writing / Numeracy</b>	1 hour a week extra Teacher input revising Literacy skills from the previous weeks work. Topic related to ensure children still complete all topic work expectations.	£720 (within a salaried post)

	1 hour a week Numeracy, basic skills, especially Mental Maths and calculations/Using and Applying/ problem solving. Impact - Increase in standards and progress made by PP children. Basic skills become embedded more quickly and gap between PP and Non-PP remains low.	
<b>Year 4 Girls Maths Clubs</b>	Extra-Curricular Maths sessions to increase children's confidence and ability with Maths. Sessions to be matched to lessons to ensure specific coverage and close relation to coverage in lessons is ensured.	£360
<b>Year 2 Animation</b>	Children provided with sessions to develop their speaking and listening skills, team work and confidence.	£274.97
<b>Active Kids Club</b>	Partial payment for child to attend Active Kids for social skill development	£191.50
<b>Multi skills club</b>	Physical development club for children whom need a structured group for social skill development	£52.74
	<b>Total Spent</b>	<b>£45,340.78</b>

### **Total Cost of Support thus far: £45,341**

Remaining £16,611 to be carried forward into 2014/2015. We had allocated a further £10,000 to purchase ipads and Chromebooks for the children to have in the classrooms, to provide greater access to information and to be used by children at lunchtimes, or before and after school to provide further opportunities for learning. This is also to allow children who do not have access to ICT equipment at home to access resources, research tools and complete online homework.

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

Our School Improvement Partner has said:

Year 1 'In the Year 1 Phonics Screening, disadvantaged children did well, with 80% reaching the required level compared to 66% nationally' November 2015

Year 2, 'Phonics Screening retake, one pupil out of 9 did not meet the required standard' November 2015

Year 4 Reading 'The 9 Pupil Premium children exceeded age related expectations'

### **Impact of Pupil Premium Provision in 2014/2015 - Data Analysis:**

#### **Year 1**

Year 1	PP 2013/2014	PP 2014/2015	Non- PP 2013/2014	Non- PP 2014/2015	Pupil Premium v Non Pupil Premium	School Gap PP v Non PP
No of children	10	6	48	53		
%	17.2%	10%	82.3%	90%		
Reading	11.22	11	13.97	11.98	Reading	0.98 (2.75)
Writing	11.44	11	13.13	12.06	Writing	1.06 (1.69)
Maths	10.56	11	12.22	11.98	Maths	0.98 (1.66)
Overall	11.07	11	13.1	12	Overall	1 (2.03)

(Gaps between PP and Non-PP in R, W and M have decreased since 2013/2014)

- Attainment for Pupil Premium and Non Pupil Premium is good in all areas.
- The gap between Pupil Premium and Non-Pupil Premium has narrowed since 2014 and is slightly above or below 1 in Reading, Writing and Maths. This demonstrates that the work completed in 2014/2015 has been effective in ensuring the gap is low.

## Year 2

Year 2	PP 2013/2014	PP 2014/2015	Non- PP 2013/2014	Non- PP 2014/2015	Nat. Ave FSM 2015	Nat. Ave Non-FSM 2015
No of children	7	9	44	51		
%	13.7%	15%	86.3%	85%		
Reading	14.14	15.9	16.86	17.9	15.2	17.1
Writing	13.0	15.2	16.31	17.2	14	15.8
Maths	13.86	14.3	16.18	16.8	15.2	16.8
Overall	13.7	15.1	16.5	17.3	14.8	16.6

Pupil Premium v Non Pupil Premium 2015	School Gap PP v Non PP	National Gap 2015 PP v Non PP	Difference between school gap and National Gap
Reading	2 (2.72)	1.9 (2.0)	0.1 (0.72)
Writing	2 (3.31)	1.8 (2.0)	0.2 (1.31)
Maths	2.2 (2.32)	1.6 (1.8)	0.6 (0.52)

(Figure in Brackets indicates gap in 2013/2014)

- The cohort in Year 2 for 2014/2015 has exceeded the national standards in Reading and Writing but not for Maths.
- The gap between PP and Non-PP has decreased in Reading, Writing and Maths, with Reading and Writing showing a significant decrease and Maths a less significant decrease
- The School gaps were larger than the National gaps in 2014, however they are now much more in line with the National data.
- Maths in Year 2 continues to be a school priority for 2015/2016 (see School Development Plan)

## Year 3

Year 3	PP 2013/2014	PP 2014/2015	Non- PP 2013/2014	Non- PP 2014/2015	Pupil Premium v Non Pupil Premium	School Gap PP v Non PP
No of children	10	9	47	41		
%	17.5%	18%	82.5	82%		
Reading	19.0	19.2	21.7	21.39	Reading	2.2 (0.53)
Writing	17.8	18.33	19.8	20.46	Writing	1.9 (1.43)
Maths	18.4	17.67	20.05	20.12	Maths	1.9 (1.43)
Overall	18.4	18.4	20.5	20.66	Overall	2

(Figure in Brackets indicates gap in 2013/2014)

NB This Cohort in Year 2 had the following gaps: Reading 2.72, Writing 3.31, Maths 2.32. Whilst the gap in 2014/2015 is greater than the previous Year 3 cohort, the gap has narrowed since the cohort were in Year 2. This demonstrates that the levels of support offered have been effective and have had a positive impact on standards.

- The PP children have exceeded the 2013/2014 PP standards in Reading and Writing, although not in Maths due to the low starting point at the beginning of Year 3.
- However, the cohort have made greater than expected progress of 4points in Reading, 4.66 in Writing and 3.34 in Maths.
- The gap for Writing is equal to the gap for Maths – keeping subjects in line with each other

#### Year 4 (Matched)

Year 4	PP 2013/2014	PP 2014/2015	Non- PP 2013/2014	Non- PP 2014/2015		Pupil Premium v Non Pupil Premium
No of children	15	5	40	45		
%	27%	10%	73%	90%		
Reading	24.07	23.0	24.6	25.2	Reading	2.2 (0.53)
Writing	21.27	21.0	22.7	22.9	Writing	1.9 (1.43)
Maths	21.27	21.4	22.7	23.3	Maths	1.9 (1.43)
Overall	22.2	21.8	23.3	23.8		

- Standards in Year 4 indicate the PP levels are equal to or above those national expectation (21 points) Reading +2.0, Writing = to NE, Maths +0.4
- Standards for Non-PP are also above/well above National Expectations. (Reading +4.2, Writing +1.9 and Maths 2.3)
- Whilst the gap between PP and Non-PP is greater than 1 point, this indicates that the Non – PP cohort have been challenged and have achieved at levels significantly above NE

The Pupil Premium Funding for 2014/2015 has had a positive effect on the standards in school and the reduction of barriers to learning. The standards in Year 4 are increasing. The increase in Maths is most noticeable with children in receipt of PP achieving above NE at 21.4.

#### 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:

- Mrs Victoria Morrall holding half termly progress meetings with class teachers/SENDCo 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 Governor 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 2015) 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.”

“Pupil Premium is organised and run very effectively, the finances are very clear and the impact on individual children’s learning is evaluated.”

“ 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 good progress .”

### **Proposal for Pupil Premium Spending for 2015/2016**

We have a carry forward for 2015/2016 of £16,611 – This has been ring fenced to purchase ipads / Chrome Books for use in class and outside of school to allow children access to My Maths Online and Bug Club (which will be purchased in 2015/2016)

Our allocation for 2015/2016 is approx. £57,640. The proposed allocations are as follows:

- Resources to support ‘Quality First Teaching’ – Pearson Bug Club, online subscriptions and Guided Reading resources
- Specific focussed TA support for individuals and small groups (F stage, KS1 and KS2)
- 3 Teachers employed on p/t basis to work with PP children on Literacy and Numeracy acquisition
- After school Booster Maths and English sessions and clubs
- Multi-skills – Gross Motor control club
- Partial payment towards school trips, including the Year 4 residential
- Year 4 Guitar lessons, Year 3 ‘Sing On!’ and Foundation Stage specialist Music sessions
- ‘Build It’ Club to commence Spring Term 2016

A rolling document will be produced and updated throughout the year to demonstrate the spending of our PP funding and the impact upon standards and the reduction of barriers to learning.

Report produced by Mrs V. Morrall