

Pupil Premium 2014–2015

1. Background:

The pupil premium is a government initiative which began in 2011 and which is designed to support children who are deemed to be from a disadvantaged background. Money is paid to the school which is then used to target resources in a way which benefits these children. Children who have been on Free School Meals (FSM) at any point over the last six years and any children who have been in care continuously for at least six months, are provided for through pupil premium.



One of our super heroes enjoying Breakfast Club

In the academic year 2013-2014, pupil premium had a value of £900 per child. In 2014-2015, this amount increased to £1300 for FSM children and to £1900 for Looked After Children. The government has never dictated what the money should be spent on, but what is clear is that the money needs to be used to close the gap between the highest and lowest achieving pupils and that is for the school to decide the best way for this to happen.

One of our strategic intents states to:

“Remove any barriers to learning through appropriate support and guidance for all pupils and their families”

Our successful use of the Pupil Premium has been recognised by the government: on the last page you will be able to read a letter we received from Rt. Hon. David Laws, the Minister of State for Schools congratulating the school for its work with disadvantaged pupils since 2012. But we do not support our disadvantaged children for recognition. We do it because we believe in giving these children the very best start we can.

This document sets out our plans for how we have used and will use the Pupil Premium to overcome disadvantage and to 'close the gap'.

If you have any questions or concerns about the Pupil Premium, please get in touch with us and we would be happy to listen to your views.

2.1 Pupil Premium Funding:

In the academic year 2014-2015, Middleton Primary School received £203,300 (this includes a carry forward of £22,000), in Pupil premium funding. Details on how this is being allocated and it's impact, can be found over the next few pages.

2.2 Closing the gap: a brief overview.

Middleton Primary School is larger than average urban primary school of approximately 350 pupils currently on role (January 2015). Details of the cohort in September 2014 are shown below.

Key Characteristics September 2014			
	National (2014)	School	Comparison
Number on roll	253	324	Above average
% Free school meal eligibility	26.6	42.6	Well above average
% Pupils from minority ethnic groups	29.7	44.9	Well above average
% Pupils with English as an additional language	18.8	35.7	Well above average
% of SA+ or statement of SEN	7.7	15.7	Well above average
% stability	85.9	72.4	Well below average
Deprivation indicator	0.24	0.35	Well above average

There is no single intervention which provides a complete solution to closing the attainment gap, or supporting our disadvantaged children in the way that suits them best. We try to take a range of approaches when spending Pupil Premium money that offers a breadth of support to groups of pupils. On page 3 there is a detailed breakdown of what the money is being spent on during 2014-15.

In addition to the Pupil Premium money, many of our school systems were already in place to support children from all backgrounds and all abilities. Our Pupil Progress meetings take place 3 times a year and are an opportunity to discuss all children in school in some depth, with regards to both their academic attainment and pastoral issues. Our rigorous assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient

academic progress. The teaching strategies employed by staff in the school enable all children to make progress and provide for a wide range of needs. For the year 2014-15, there were, on average, 148 pupils in receipt of the Pupil Premium grant.

Key Action	Objectives	Cost	Impact
Yr. 6 targeted intervention group. Additional teacher employed mornings only.	PP children make on average 6 points progress during the school year. Outstanding progress will be made by FSM group.	£10,043 (£17,141 allocated. Awaiting successful recruitment).	<p>2014/15 results:</p> <p>100% of PP children made the expected progress in reading and writing and 94% made the expected progress in mathematics. 52% made more than expected progress in reading, 50% made more than expected progress in writing and 26% made more than the expected progress in mathematics.</p> <p>National Average Point Score (APS) gains from KS1 to KS2 were between 13.3 and 13.5. Middleton's PP children gained 14.5 in reading, 15.0 in writing and 13.7 in mathematics. Our disadvantaged pupils made higher than national APS gains for non-disadvantaged pupils.</p> <p>Continue with strategy. Average cost per pupil: £717 (14 pupils).</p>
One to one/small group work. ECC teacher.	<p>To maintain upward trend in KS1 results. Continue to close the gap between FSM and non-FSM pupils.</p> <p>Higher proportion of PP pupils reach age related expectations. National phonics screen, 70% FSM pupils to attain standard (national 2013, 63%). Outstanding teacher to</p>	£20,746	<p>The 2015 KS1 results show that the attainment gap between PP children and national non-disadvantaged pupils continue to narrow (this is now a 4 year trend).</p> <p>Impact of targeted intervention (R, W and M), for PP children: APS for disadvantaged children increased to 16.4 (national 2014 PP data 15.0), writing was 14.8, (national 2014 PP was 13.7) and mathematics is 16.0 (national PP was 15.0) We are awaiting national data for 2015.</p> <p>Average cost per PP child: £471 (44 children). This strategy will continue 2015-16. Must monitor as change in intervention teacher.</p> <p>Only 50% of PP children passed the Phonics Screening Check in 2015: this</p>

	provide targeted intervention for pupils, including PP.		<p>is a decrease of 17% upon 2014 school results.</p> <p>On analysis of the teaching they received, one intervention was particularly successful: For those pupils who worked with TA (D.W), they gained on average 7 points from April until June, compared to pupils in the non-intervention group who gained on average 4.2 points.</p> <p>However, not all PP children were identified as being 'at risk' of not meeting the required standard and therefore did not access this.</p> <p>Changes have been made in 2015-16 (see phonics action plan), to ensure these pupils are being monitored more closely by observing phonics teaching and assessing progress more regularly.</p> <p>Continue with intervention 'catch-up' programme delivered by D.W.</p>
Employment of Inclusion Leader.	<p>Work with vulnerable families and parents of PP children, focussing on attendance.</p> <p>To lead the HLTA in their welfare role.</p> <p>To provide data for welfare meetings.</p>	£17,168	<p>There has been an upward trend, particularly with Pupil Premium children, since 2013. In 2013-14, attendance was 95.1% (all pupils), and 94.63% for PP children. In 2014-15, attendance for all pupils was 95.35% and for PP children, it was 95.29%. We are closing the school gap for disadvantaged pupils.</p>
Employment of Welfare HLTAs.	<p>To mentor individual/groups of pupils.</p> <p>To provide advice and signposting for parental support and extended school activities.</p> <p>To support the SMT in the daily safeguarding routines and systems.</p>	<p>£12,755</p> <p>£13,523</p>	<p>The welfare team have worked alongside other agencies to support 29 families, attending CP conferences, CIN meetings, CAF meetings/assessments and LAC meetings.</p> <p>19 of these 29 families were disadvantaged, whose children were in receipt of the Pupil Premium grant (either through FSM entitlement or LAC).</p> <p>Learning mentors have worked with 45 children during the year. Of these 45, 30 were PP children.</p> <p>Outcomes were positive and impacted for each child was measured (please refer to 'Mentoring Impact Evidence' folder .</p>
To prepare Welfare Rooms, for children to engage with welfare staff – dolls' house, toys, games, furniture etc.	To ensure pupils have an appropriate environment for meeting with mentors.	£1,500	<p>(55 pupil premium children and their</p>

			families received support: average cost £477 per child).
Employment of teacher to work with vulnerable children, including PP pupils.	Named LAC lead. To support vulnerable families and pupils. Safeguarding and welfare support for SMT.	£7,468	LAC lead supported 3 children who were in the care of the Local Authority.
Employment of EYFS assistant.	To support pupils in EYFS environment. Targeted to develop social skills, confidence and attitudes to leaning of PP pupils and other groups of learners.	£7,699	<p>These children were supported through small intervention groups daily which included Big Mouth to support with their speech development, phonics, literacy and mathematics. During the sessions the children played games and carried out activities planned at their level helping them achieve their learning objective for that session.</p> <p>Whilst the children were using these skills during busy learning the EYFS assistant encouraged the development of these skills by playing with the children, supporting and challenging them.</p>

Key Action	Objectives	Cost	Impact
School visit funding. Residential shortfall. Transport for trips.	To subsidise the cost of trips for PP pupils, to enable their participation. To ensure access to wider experiences for PP families.	£5,264 £1,725 £492	Funding was used for PP to have access to a residential visit to Stibbington, day visits to a temple and an Indian restaurant, a farm visit and funded PP families to attend a 'Rock and Roll' concert that their children performed in.
To employ Peterborough United Football Club to lead football sessions in the	To raise aspirations for pupils, including PP pupils. To develop confidence and self-esteem. To reduce incidents of poor behaviour on the football pitches during playtimes	£975 £790	

school. Show Racism The Red Card event	and lunchtimes, through improved levels of discipline and coaching. "Fair Play" scheme.		
1:1 tuition for Yr 6 pupils.	For FSM pupils at attain L4+ at the end of KS2 in maths, reading, writing and SPAG tests. To ensure that these pupils are 'secondary ready'.	£1,500	1:1 Tuition for 2014-15 cohort was very successful. All of the 1:1 pupils (10), met their targets, with some exceeding. (Please refer to Yr 6 Intervention Plan' for further details. Cost per pupil £150
Improve key resources in EYFS	To improve outcomes for EYFS PP pupils. 2013-14, FSM EYFS pupils were below national at the end of the year. Only 22.5% had reached a 'Good Level of Development' by the end of the year, compared to 77.5% of non-FSM.	£4,500	In EYFS there were 21 children who were eligible for pupil premium during the year 2014/2015. Out of the 21 children 9 children (42.9%) made a good level of development (GLD). This is an increase of +20%
Music tuition/enrichment	Ocarina lessons and performances Recitals and performances Drumming lessons and performances	£1324 £3,900 £790	For PP children to have an opportunity to play a musical instrument.
Maths theatre	Quantum Theatre performance to whole school, to promote problem-solving.	£400	Pupils stated that they enjoyed the theatre, (most had not seen a live theatre show before). Cost per pupil: £2.70
Midshare events Golden Time rewards	To promote school behaviour policy and reduce incidents of poor behaviour through 'Midshare' reward scheme. Golden Time Special resources	£4,500 £2,000	

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Breakfast club	To ensure pupils have a nutritious breakfast for identified pupils. Offered free or at 25p a day.	Staff: £4,137 Food: £1,800 Income: £1728	On average, 22 children attend per day and have a nutritious start to their day. The club also ensures other children, (the school has high number of 'working poor' families), have access breakfast.

			Cost per pupil: £1.10 per day.
Purchase children's weekly newspaper.	To encourage the children to read non-fiction and to become knowledgeable about world-wide events. This follows a survey whereby the majority of pupils did not know the purpose of a newspaper or had ever read one.	Annual cost £750	Surveys carried out in January 2015, showed that the vast majority of pupils did not have access to a newspaper and were unsure of their purpose. (See survey results). Teachers and children used the weekly newspapers to look at current events, promoting reading skills and knowledge of the wider world.
Employment of TA to develop phonic skills of Yr 1 pupils.	To ensure that Yr 1 PP children attain the expected level in the Phonic Screening check.	£300	For those pupils who worked with TA (D.W), they gained on average 7 points from April until June, compared to pupils in the non-intervention group who gained on average 4.2 points. Average cost per pupil: £50
For each class to have subscriptions to magazines.	To ensure children are reading wide and varied material in order to develop a joy of reading. To promote age-expected reading skills.	£663	
To identify gaps in learning of Yr 6 PP children.	To ensure Yr 6 PP reach their end of year target. To continue to outperform national data for end of KS 2 results for PP children.	£900	Please refer to Impact 1.
Purchase attendance incentives – badges, certificates, stickers, gift vouchers.	To ensure PP children meet their attendance target. To continue to outperform national data.	£1750	There has been an upward trend, particularly with Pupil Premium children, since 2013. In 2013-14, attendance was 95.1% (all pupils), and 94.63% for PP children. In 2014-15, attendance for all pupils was 95.35% and for PP children, it was 95.29%. We are closing the school gap for disadvantaged pupils.
To ensure pupils achieve their PP entitlement. Free school jumper for every PP form completed.	To ensure school receives PP entitlement.	£1,380	Cost per pupil premium child: £9.30
Swimming lessons for KS2 PP pupils.	To meet the cost of swimming lessons for KS2 PP pupils.	£1,500	The vast majority of pupils do not have swimming lessons and are unable to swim. For some, it is the first time in a swimming pool.

			Children develop water confidence. Cost per pupil: £9.30
Jack Hunt Learning Trust Community.	To develop good practice of PP tracking, extended school membership and literacy and numeracy skills development.	£4,600	
School visit – The Snail Tales.	To develop oral story telling skills – to develop poor speaking and literacy skills.	£400	Teachers have used this oral story telling in lessons to encourage the children's speaking and listening skills.
To develop 'Problem Solving Zone' in the school grounds. Den building activities.	For welfare workers/learning mentors to foster links with the community and parents to support their children's learning. To develop the grounds to promote outside learning mentors to use for groups.	£7,000	The environment has been used to promote play and social skills. Many of the PP children live in flats, with no access to gardens or outside space. This area has allowed the children to explore the environment.
Purchase Chromebooks.	Computers for access to school numeracy and phonics programmes. Develop independent learning through IT.	£19,000 (capital).	This has enabled PP pupils to access the internet and support with learning (Active Learn, Homework Club). They have also been used to educate the children in e-safety.
AfA training.	To train support staff through Achievement for All scheme. Identify those pupils who have fallen behind and address barriers to learning.	£1,800	Parental engagement with SEND pupils' learning, for all cohorts had continued to improve. MITA training has been very successful. Indeed, the school's programme of training has been used as a model case study.
		Total expenditure: £165,042. February 2015.	
£38,252 remaining. Will be attempting once again to recruit teachers and HLTAs to fulfil Pupil Premium teaching			

posts. This will be carried forward into next financial year.



Rt Hon David Laws MP
Minister of State for Schools

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Mrs Kathy McDermott
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26 January 2015

**MIDDLETON PRIMARY SCHOOL
CONGRATULATIONS ON YOUR DISADVANTAGED PUPILS RESULTS**

Dear Mrs McDermott,

It gives me great pleasure to write to you and congratulate your school on your key stage 2 results for your disadvantaged pupils since 2012.

Your results show that you are highly effective in educating your disadvantaged pupils. It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for secondary school.

Although you narrowly missed qualifying for the Pupil Premium Awards this year, I hope that you can build on your success through the summer 2015 results for disadvantaged pupils. If so, you may win a prize of £1000 next year in the 2016 Awards. You may also be invited to apply to win up to £100,000. You can find out more about the awards at www.pupilpremiumawards.com.

I would like to congratulate your staff, governors, parents and pupils for their hard work and success, and thank you for your leadership in making such a difference to the future success of your pupils. Finally, I would also encourage you to share your achievements with other schools so that they can learn from your strengths and experience.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'DL', written over a horizontal line.

David Laws MP