

Pupil Premium 2015–2016

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 child who has been in care continuously for at least six months, are provided for through pupil premium.

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. In 2015-16, the award is £1,320 for FSM pupils and £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 2015-16, Middleton Primary School received £220,000 (this includes a carry forward of £38,000), in Pupil premium funding. The £38,000 carry forward was because we were unable to successfully appoint a Pupil Premium teacher for that year. Despite a recruitment drive, we were unable to appoint an experienced teacher who could offer good/outstanding practice.

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 370 pupils currently on role (January 2016). Details of the cohort in January 2015 are shown below.

Key Characteristics January 2016			
	National (2015)	School	Comparison
Number on roll	269	370	Above average
% Free school meal eligibility	26.0	44.4	Well above average
% Pupils from minority ethnic groups	30.7	49.7	Well above average
% Pupils with English as an additional language	19.5	43.6	Well above average
% of SA+ or statement of SEN	13.0	7.4	Well above average
% stability	85.9	70.8	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 2015-16.

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.

Key Action	Objectives	Cost	Evaluation			
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.	£19,536	Low Prior Attainment	Reading Sch.2.04 Nat. 0.36	Writing Sch.4.56 Nat. 0.34	Maths Sc. 1.72 Nat. 0.45
			Middle Prior Attainment	Sch. -3.49 Nat. 0.35	Sch 1.89 Nat. 0.10	Sch. 0.32 Nat. 0.26
			High Prior Attainment	Sch. -0.63 Nat. 0.30	Sc -2.65 Nat. 0.11	Sch. 1.28 Nat. 0.17
Disadvantaged pupils, from all starting points, made better than national other progress.						

			The school was below national data for higher attaining pupils in reading and writing. In 2016-17 cycle, more able disadvantaged pupils are accessing Accelerated Reader, in order to attain GDS.
Employment of LAC lead	To ensure LAC pupils are championed and to attend LAC PEP plan meetings.	£8,000	EPEPs written and support the learning of LAC funded children. See LAC tracking for further info.
One to one/small group work. ECC teacher. Summer term only.	To maintain upward trend in KS1 results. Continue to close the gap between FSM and non-FSM pupils. Higher proportion of PP pupils reach age related expectations. Outstanding teacher to provide targeted intervention for pupils, including PP.	£7119	PP children Summer 2015 cohort. These pupils went on to attain APS above national FSM data: +0.6 Reading +0.4 Writing +0.6 Maths.
Employment of Inclusion Leader.	Work with vulnerable families and parents of PP children, focussing on attendance. Since employment, absenteeism has fallen from 5.7% in 2012, to 2.6% in 2013 (1% below national, 3.6%). To lead the HLTA in their welfare role. To provide data for welfare	£22040	In 2015, the Inclusion supported families in improving attendance. See case study for K.A. and L.G. FSM overall absence was lower than the national average: 4.9% (N 5.4%). Persistent absentees was also lower for school FSM pupils when compared to national data: School 2.7% N 5.4%

	meetings.		
Employment of Welfare HLTAs.	To mentor individual/groups of pupils. To provide advice and signposting for parental support and extended school activities. To support the SMT in the daily safeguarding routines and systems.	1 Full time: £23843 1 part-time: £11597	High % of social need and families requiring welfare support: 67 cases in total. <ul style="list-style-type: none"> • C.P. cases: 3 • C.I.N. 6 • C.A.F. 37 • L.A.C. 6 • Early Help 3 • S.C. Assessments 12 71% of these families are in receipt of the PP Grant.
Employment of HLTA to lead numeracy interventions (Numbers Count programmes), for PP children.	To work with small groups of PP children to ensure that those pupils who are at risk of falling behind, make accelerated progress.	£16070 £1500 training costs.	This was a highly successful intervention. Pupils made significant gains in their maths 'age'. (See PP file for full data). In Yr 6, the pupils who took part in the intervention had progress score average of +3.2 (which would place them in top 25% of schools for progress). In Year 4, 83% of the pupils gained at least 6 months on their maths 'age'.
Employment of HLTA to support Yr 4 – high % of PP in the cohort. Part time: Sept.- April (Sh.H).	To work with small groups of PP children to ensure that those pupils who are at risk of falling behind, Make accelerated progress.	£7,000	Year 4 end of Summer 2016 data shows that PP children made greater progress in reading and writing, than non-PP children. Attainment was also higher than non-PP children in maths and reading. Writing attainment was lower. Writing PP attainment to be part of monitoring cycle 2016-17.
Employment of EYFS assistant. 23 hrs per week.	To support PP children in EYFS environment. Targeted to develop social skills, confidence and attitudes to learning of PP pupils and other groups of learners.	£10154	Staffing issues – not able to judge the impact of this initiative fully. Revised in 2016-17 cycle.

Key Action	Objectives	Cost	Evaluation
School visit funding. Residential shortfall. Transport for trips.	To subsidise the cost of trips for PP pupils, to enable their participation. This includes a visit to Harry Potter World for Yr 6 to launch their topic book for the Autumn term. To ensure access to wider experiences for PP families.	£1000 £5000	There has been a significant uptake in PP children attending residential and day visits. Enriched experiences for PP children.
To employ Peterborough United Football Club to lead football sessions in the school. Additional Yr 1 and Yr 2 PP teacher. 0.5 contract.	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 and lunchtimes, through improved To maintain upward trend in KS1 results. Continue to close the gap between FSM and non-FSM pupils. Higher proportion of PP pupils reach age related expectations	£760 £17852	Pupil voice indicates that this has been particularly successful. PP children have been able to take part in a football team and they report that it has had a positive impact upon their behaviour and self-esteem. Continue. This intervention did not provide value for money, as the impact for PP children was not significant enough. This intervention will not continue.
1:1 tuition for Yr 6 pupils.	For FSM pupils to attain the 'expected' level at the end of KS2 in maths, reading, writing and SPAG tests. To ensure that these pupils are 'secondary ready'.	£2,000	7 pupils received 1:1 tuition in Yr 6. 5 of the 7 attained EXS in the subject they were tutored for. Only 1 pupil was tutored for reading however.
Reading recovery programmes. 'Accelerated reader' programme and a 'Kindle' book club, led by male HLTA.	For PP children, who may have become disengaged readers. Ensure that these pupils make expected progress and attainment in their reading. Sessions led by male HLTA, using Kindle ebooks.	TBC Approx. £6000 (Library system £4,000?)	This was launched late in the financial year. However, early results indicated that impact was significant, so this has been extended to Yrs 3,4,5 and 6. Funded through

			next PP budget.
AfA Funding	Improve wider outcomes for vulnerable children and SEND pupils. Monitoring and supporting access to extra-curricular activities. Improve parent/school partnership. MITA training, maximising impact of TAs.	£1,800	2015/16 cycle: Parental engagement with SEND pupils' learning, for all cohorts had continued to improve. School was successfully awarded the Achievement for All Quality Mark.
Music tuition/enrichment	Ocarina lessons and performances Recitals and performances Drumming lessons and performances.	£3000	
NRICH maths workshop day.	To promote problem solving skills for pupils.	£621	Pupils commented that they had enjoyed the experiences offered. MSL discussed the event during a CSM and teachers had incorporated more problem solving tasks in their lessons as a result.
Appointment of NNEB for EYFS.	To raise the outcomes for PP children in EYFS. To develop social skills, communication skills and early literacy and numeracy skills. To close the gap in terms of outcomes for EYFS PP children.	£18997	10 PP children in EYFS are still behind national expectations. Staffing has changed within the environment and a new NNEB appointed. However, the school has decided to employ an additional member of staff, once additional funding has been confirmed.

Key Action	Objectives	Cost	Evaluation:
Breakfast club	To ensure pupils have a nutritious breakfast for identified pupils. Offered free for PP children.	Food costs: £3000 Staff costs: £4372	
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	
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	Disadvantaged pupils attained pass rate of 63% (National 70%). This was an increase of +19% on 2015 results.
Milk subsidy	To offer milk to PP children, at no cost.	£2610	
Author visits – to promote reading.	To engage children with reading and be inspired by author visits.	£700	
Purchase attendance incentives – badges, certificates, stickers, gift vouchers.	To ensure PP children meet their attendance target. To continue to outperform national data.	£1780	Persistence absenteeism for PP children is well below that of national data. The team work alongside families to ensure attendance is at least in line with national.
EYFS resources	Resources for NNEB PP children.	£1000	
Swimming lessons for KS2 PP pupils.	To meet the cost of swimming lessons for KS2 PP pupils.	£1,500	This will no longer be funded through PP budget, as it is an entitlement for all pupils.
Jack Hunt Learning Trust Community. SIA visit to monitor impact of PP provision.	To develop good practice of PP tracking, extended school membership and literacy and numeracy skills development.	£500 £500	SIA advisor has worked well alongside school staff. Teachers have a greater understanding of

			PP data and how to track their progress, comparing their outcomes to non-PP children.
Pupil Premium Champion, half day per week.	To monitor impact of PP initiatives, to track progress of PP children and identify opportunities for enrichment.	£5,500	
FSM LA Admin. charge.	Admin. charge from LA.	£235	

Total Income: £220,050 (includes an additional £33,326 awarded to the school later in the 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,