

How does Glade Primary School spend their Pupil Premium?

August 2014

The Pupil Premium is funding that is based on the number of pupils receiving free school meals. Historically, pupils receiving FSM make slower progress and achieve lower results than those children who do not receive FSM. This is a national issue. The purpose of the Pupil Premium is to target support to 'narrow the gap'.

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source - DfE website

Where does the money come from?

- 35% of pupils at Glade receive, or have received in the last 6 years, free school meals.
- The pupil premium received in the 2013/2014 financial year was £50,400
- The pupil premium allocated for the 2014/2015 financial year is £84,500

How was the money spent?

2013 – 2014

- At Glade Primary School, we maintain a high level of teaching assistants who provide small group support both in class and out of class. This includes the provision of additional staff in Reception to ensure that children get the best possible start to school, irrespective of their 'starting points'. We have also appointed a Higher Level Teaching Assistant to provide additional targeted support.
- Teaching Assistants participate in our daily Read Write Inc phonics/literacy sessions as well as RWI one-to-one catch-up sessions for KS1 pupils and RWI Fresh Start, an intervention for Y5 and Y6 pupils.
- We have an intervention teacher to work with small group and individual interventions, for 60% of the week, focussed on individual areas for development. In addition, the Deputy Headteacher is non class-based to allow for further intervention and group work for 70% of the week. Class teachers and the intervention teacher liaise closely to determine specific areas to work on.

The table below shows the income and expenditure for the financial year 2013/2014, including funding for special educational needs, English as an Additional Language and Pupil Premium.

Income		Targeted spending	
SEN funding	£88,929	SEN One-to-one support	£38,855
EAL funding	£31,755	Interventions support teaching	£62,918
Pupil premium	£50,400	Contribution to TA support (including additional EYFS support)	£69,310
	£171,084		£171,084

How will the money be spent?

2014 – 2015

- The Deputy Headteacher and Interventions Teacher work in KS2 every morning in addition to the KS2 class teachers. This allows for 6 maths and literacy groups across 4 classes, with support for those most vulnerable to underachievement. Smaller groups also enable higher achieving children to benefit from a lower teacher: pupil ratio.
- At Glade Primary School, we maintain a high level of teaching assistants who provide individual and small group support both in class and out of class. This includes the provision of additional staff in Reception to ensure that children get the best possible start to school, irrespective of their 'starting points'.
- Teaching Assistants participate in our daily Read Write Inc phonics/literacy sessions as well as RWI one-to-one catch-up sessions for KS1 pupils and RWI Fresh Start, an intervention for Y5 and Y6 pupils.
- A Family Support Worker has been employed to work with those pupils and families who require additional support in relation to pastoral matters.

The table below shows the income and expenditure for the financial year 2014/2015:

Income		Targeted spending	
Pupil premium	£84,500	Additional teaching (1.1 FTE)	£51,725
		Family Support Worker (Sept. – Apr.)	£4,049
		Contribution to TA support	£28,726
	£84,500		£84,500

What is the impact?

Summer 2014

Early Years Foundation Stage:

- 100% of FSM pupils had met the expected standard in PSED1, compared to 89% overall.
- 100% of FSM pupils had met the expected standard in PSED2, compared to 86% overall.
- 100% of FSM pupils had met the expected standard in PSED3, compared to 91% overall.
- 87% of FSM pupils had met the expected standard in CL1, compared to 84% overall.
- 87% of FSM pupils had met the expected standard in CL2, compared to 70% overall.
- 75% of FSM pupils had met the expected standard in CL3, compared to 68% overall.
- 100% of FSM pupils had met the expected standard in PD1, compared to 97% overall.
- 100% of FSM pupils had met the expected standard in PD2, compared to 97% overall.
- 100% of FSM pupils had met the expected standard in Reading, compared to 82% overall.
- 50% of FSM pupils had met the expected standard in Writing, compared to 57% overall.
- 63% of FSM pupils had met the expected standard in Maths 1, compared to 73% overall.
- 63% of FSM pupils had met the expected standard in Maths 2, compared to 67% overall.

Year 1:

- Average Point Score in Reading for FSM is 9.0, compared to 8.9 overall.
- Average Point Score in Writing for FSM is 9.0, compared to 8.5 overall.
- Average Point Score in Maths for FSM is 8.0, compared to 8.6 overall.
- The expected score is 9.

Year 2:

- Average Point Score in Reading for FSM is 15.8, compared to 16.1 overall.
- Average Point Score in Writing for FSM is 14.3, compared to 14.8 overall.
- Average Point Score in Maths for FSM is 14.8, compared to 15.7 overall.
- The expected score is 15.
- Progress in Reading was 5.3 points for FSM, compared to 5.5 overall.
- Progress in Writing was 5.6 points for FSM, compared to 5.3 overall.
- Progress in Maths was 5.6 points for FSM, compared to 5.6 overall.
- Expected progress is 6 points.

Year 3:

- Average Point Score in Reading for FSM is 18.5, compared to 16.8 overall.
- Average Point Score in Writing for FSM is 14.5, compared to 15.9 overall.
- Average Point Score in Maths for FSM is 17.5, compared to 17.3 overall.
- The expected score is 18.
- Progress in Reading was 3.2 points for FSM, compared to 2.1 overall.
- Progress in Writing was 0.6 points for FSM, compared to 2.3 overall.
- Progress in Maths was 2.6 points for FSM, compared to 2.7 overall.
- Expected progress is 3 points.

Year 4:

- Average Point Score in Reading for FSM is 22.3, compared to 22.0 overall.
- Average Point Score in Writing for FSM is 21.3, compared to 20.4 overall.
- Average Point Score in Maths for FSM is 20.5, compared to 21.00 overall.
- The expected score is 21.

- Progress in Reading was 5.3 points for FSM, compared to 2.7 overall.
- Progress in Writing was 4.3 points for FSM, compared to 2.4 overall.
- Progress in Maths was 3.5 points for FSM, compared to 2.2 overall.
- Expected progress is 3 points.

Year 5:

- Average Point Score in Reading for FSM is 25.9, compared to 24.0 overall.
- Average Point Score in Writing for FSM is 23.0, compared to 22.1 overall.
- Average Point Score in Maths for FSM is 23.7, compared to 22.4 overall.
- The expected score is 24.

- Progress in Reading was 6.0 points for FSM, compared to 4.1 overall.
- Progress in Writing was 4.0 points for FSM, compared to 3.3 overall.
- Progress in Maths was 2.9 points for FSM, compared to 2.7 overall.
- Expected progress is 3 points.

Year 6:

- Average Point Score in Reading for FSM is 28.1, compared to 27.2 overall.
- Average Point Score in Writing for FSM is 27.0, compared to 26.9 overall.
- Average Point Score in Maths for FSM is 28.6, compared to 27.8 overall.
- The expected score is 27.

- Progress in Reading was 2.1 points for FSM, compared to 3.5 overall.
- Progress in Writing was 2.0 points for FSM, compared to 3.6 overall.
- Progress in Maths was 4.3 points for FSM, compared to 3.9 overall.
- Expected progress is 3 points.

Summary

- In general, children receiving FSM are meeting or exceeding the standards of children who do not receive FSM.
- In Y2 (2013/2014), children receiving FSM are not achieving as well as others.
- In Y6 (2013/2014), the progress of children receiving FSM is not as high as others.
- The strategy of targeting interventions at those children who require it is helping all children, irrespective of whether they receive FSM.