

# How does Glade Primary School spend their Pupil Premium?

April 2016

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?

- 30% 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
- The pupil premium allocated for the 2015/2016 financial year is £84,960
- The pupil premium allocated for the 2016/2017 financial year is estimated to be £99,000

## How was the money spent?

2014 – 2015

- Additional teaching staff are employed to allow for 2 extra teachers each morning. This enables Glade to run 10 classes in the mornings, rather than 8. 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 lead 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 is 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
	<b>£84,500</b>		<b>£84,500</b>

## How is the money being spent?

2015 – 2016

- Additional teaching staff are employed to allow for 2 extra teachers each morning. This enables Glade to run 11 classes in the mornings, rather than 9. 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 lead 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 KS2 pupils.
- A Family Support Worker is employed to work with those pupils and families who require additional support in relation to pastoral matters.
- A Speech & Language Therapist is employed to support those children with communication difficulties. The SALT provides one to one support for pupils as well as guidance for school staff on ways to support vulnerable pupils in class.
- An additional TA is provided to EYFS to support the acquisition of appropriate language, based on analysis of on-entry language difficulties.

The table below shows the planned income and expenditure for the financial year 2015/2016:

Income		Targeted spending	
Pupil premium	£84,960	Additional teaching (1.1 FTE)	£53,930
		Family Support Worker (Apr. – Aug.)	£2,000
		Family Support Worker (Sept. – Apr.)	£4,186
		Contribution to TA support	£24,844
	<b>£84,960</b>		<b>£84,960</b>

## How will the money be spent?

2016 – 2017

- From September 2016, there will be more additional staff employed to ensure that children in KS2 are taught in morning maths and English sessions in classes of 15 – 20. This provides 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 lead 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 KS2 pupils.
- A Family Support Worker is employed to work with those pupils and families who require additional support in relation to pastoral matters.
- Additional dedicated PP teaching (0.4FTE) for summer 2016.
- A Speech & Language Therapist is employed to support those children with communication difficulties. The SALT provides one to one support for pupils as well as guidance for school staff on ways to support vulnerable pupils in class.
- An additional TA is provided to EYFS to support the acquisition of appropriate language, based on analysis of on-entry language difficulties.
- Daily milk is funded for children in receipt of Free School Meals.

The table below shows the planned income and expenditure for the financial year 2016/2017:

<b>Income</b>		<b>Targeted spending</b>	
Pupil premium	£99,000	Additional teaching (1.1 FTE)	£62,162
		Family Support Worker (Apr. – Aug.)	£7,670
		Additional teacher (Summer 2016)	£7,180
		Speech & Language Therapist	£4,800
		EYFS/KS1 language & communication	£7,481
		Milk for FSM pupils	£1,000
		Contribution to TA support	£9,000
	<b>£99,000</b>		<b>£99,293</b>

## Analysis of the impact – EYFS (Summer 2015)

	<b>PSED1</b>	<b>PSED2</b>	<b>PSED3</b>	<b>CL1</b>	<b>CL2</b>	<b>CL3</b>
<b>Pupil Premium</b>	<b>83%</b>	<b>83%</b>	<b>83%</b>	<b>67%</b>	<b>67%</b>	<b>75%</b>
<b>Non Pupil Premium</b>	<b>90%</b>	<b>85%</b>	<b>90%</b>	<b>81%</b>	<b>83%</b>	<b>79%</b>
No. of children diff.	1	0	1	2	2	1

	<b>PD1</b>	<b>PD2</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths 1</b>	<b>Maths 2</b>
<b>Pupil Premium</b>	<b>92%</b>	<b>100%</b>	<b>67%</b>	<b>33%</b>	<b>50%</b>	<b>58%</b>
<b>Non Pupil Premium</b>	<b>96%</b>	<b>98%</b>	<b>85%</b>	<b>67%</b>	<b>65%</b>	<b>81%</b>
No. of children diff.	0	0	2	4	2	3

Each child in the PP group is worth **8.3%**. Each child in the non-PP group is worth **2.1%**

## Analysis of the impact – Y2 SATs (Summer 2015)

	All core subjects (APS)				Reading (APS)			
	Number	School	National	Diff.	Number	School	National	Diff.
PP	9	<b>16.1</b>	14.8	+1.3	9	<b>17.0</b>	15.2	+1.8
Non PP	21	<b>17.0</b>	<b>16.6</b>	+0.4	21	<b>16.6</b>	<b>17.1</b>	-0.5
Diff.		<b>-0.9</b>	-1.8			<b>+0.4</b>	-1.9	

	Writing (APS)				Maths (APS)			
	Number	School	National	Diff.	Number	School	National	Diff.
PP	9	<b>14.6</b>	14.0	+0.6	9	<b>16.8</b>	15.2	+1.6
Non PP	21	<b>16.5</b>	<b>15.8</b>	+0.7	21	<b>18.0</b>	<b>16.8</b>	+1.2
Diff.		<b>-1.9</b>	-1.8			<b>-1.2</b>	-1.6	

**All core subjects:** Pupil premium is higher than national Pupil Premium  
Gap between PP & non-PP is smaller than national

**Reading:** Pupil premium is higher than national Pupil Premium  
Pupil premium is higher than non-PP

**Writing:** Pupil premium is higher than national Pupil Premium  
Gap between PP & non-PP is 0.1 larger than national.

**Maths:** Pupil premium is higher than national Pupil Premium  
Gap between Pupil Premium & non-PP is smaller than national.

### The gap between PP and non-PP (Y2)

- In “All subjects”, the school’s PP is 0.5 lower than national non-PP.
- In Reading, the school’s PP is 0.1 lower than national non-PP.
- In Writing, the school’s PP is 1.2 lower than national non-PP.
- In maths, the school’s PP is the same as the national non-PP.

In Y2, there were 9 children in the PP group. 8 of the 9 achieved L2b+ in reading. 7 of the 9 achieved L2b+ in writing. 8 of the 9 achieved L2b+ in maths. The gap in writing is due to 1 more PP pupil not achieving L2b+. Both pupils were on the SEN register.

## Analysis of the impact – Y6 SATs (Summer 2015)

	Read/Write/Maths (L4+)			
	Number	School	National	Diff.
PP	8	63%	70%	-7%
Non PP	12	67%	84%	-17%
Diff.		-4%	-14%	

	Reading (L4+)				Writing (L4+)			
	Number	School	National	Diff.	Number	School	National	Diff.
PP	8	100%	83%	+17%	8	63%	79%	-16%
Non PP	12	83%	92%	-9%	12	75%	90%	-15%
Diff.		+17%	-9%			-12%	-11%	

	Maths (L4+)				SPAG (L4+)			
	Number	School	National	Diff.	Number	School	National	Diff.
PP	8	100%	80%	+20%	8	100%	71%	+29%
Non PP	12	67%	90%	-23%	12	75%	84%	-9%
Diff.		+33%	-10%			+25%	-13%	

**Read/Write/maths:** Pupil premium is lower than national Pupil Premium

Gap between PP & non-PP is smaller than national

**Reading:**

Pupil premium is higher than national Pupil Premium

Pupil premium is higher than non-PP

**Writing:**

Pupil premium is lower than national Pupil Premium

Gap between PP & non-PP is 1% larger than national.

**Maths:**

Pupil premium is higher than national Pupil Premium

Pupil premium is higher than non-PP

**SPAG:**

Pupil premium is higher than national Pupil Premium

Pupil premium is higher than non-PP

### The gap between PP and non-PP

- In "RWM", the school's PP is 21% lower than national non-PP.
- In Reading, the school's PP is 8% higher than national non-PP.
- In Writing, the school's PP is 27% lower than national non-PP.
- In maths, the school's PP is 10% higher than national non-PP.
- In SPAG, the school's PP is 16% higher than national non-PP.

In Y6, there were 8 children in the PP group. Each child was worth 12.5%. The gap in writing is related to 3 pupils. All 3 achieved Reading L4+, SPAG L4+ & Maths L4+, but had their writing results lowered during moderation (from L4c to L3a). This has also lowered the combined RWM figure.

## Summary

- In YR (2014/2015), children receiving FSM are achieving broadly in line with non-PP children. The exceptions to this are Reading (2 pupils difference), writing (4 pupils difference) and maths (2/3 pupils difference).
- In Y2 (2014/2015), children receiving FSM are achieving broadly in line with non-PP children. The exception to this is writing, although the gap between PP and non-PP is in line with the national gap.
- In Y6 (2014/2015), children receiving FSM are achieving broadly in line with non-PP children. The exception to this is writing, although the gap between PP and non-PP is in line with the national gap.
- The overall Read/Write/Maths figure is lowered because of the lower writing scores.

**From this information, writing is a priority area for 2015/2016, both for Pupil Premium and for non-PP children. The Y6 PP writing results were partially effected by 3 children being lowered from L4c to L3a under moderation. All three were Pupil Premium. Had these children remained at L4c, Y6 PP writing would have exceeded national PP.**

*Glade Primary School – September 2015  
Amended April 2016*