

**Stanford Infant School**  
**Report on the expenditure of the Pupil Premium Funding  
and the impact of the additional support it provides**

This report refers to the period between 1<sup>st</sup> September 2013 and 24<sup>th</sup> July 2014. Pupil Premium is deployed in accordance with our Pupil Premium Policy. Pupils are classed as Pupil Premium if they have been eligible for and claiming for FSM at any time in the last six years. Support is only allocated to those pupils who need it to make expected progress, so it is not simply divided equally and exclusively amongst Pupil Premium pupils.

Pupil Premium Funding is delegated to the school to ensure disadvantaged children on the school's Free School Meal (FSM) register are making good or better progress in order to ensure their attainment is closer to Age Related Expectation (ARE).

**Pupil Premium Trends**

|                 | <b>2010</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| <b>School</b>   | 4.1%        | 4.1%        | 7.5%        | 8.9%        | 7.4%        |
| <b>National</b> | 18.5%       | 19.2%       | 26.2%       | 26.7%       | 26.6%       |

Stanford Infant School has consistently been in Free School Meal Band 1 (0-5.3%) although the % has gradually been increasing, but not significantly enough. The categorisation of pupils eligible for FSM changed in 2012 and the banding did too. I do not think, however, that these figures are truly representative of the actual number of families are eligible for Free School Meals.

**Pupil Premium Information for 2013-2014**

|   |                                  |
|---|----------------------------------|
| Number of children on the Pupil Premium Register: <b>19</b> | Number of CLA children: <b>1</b> |
|---|----------------------------------|

This report applies to children eligible for Pupil Premium and/or in receipt of Free Schools Meals (FSM) and Children Looked After (CLA).

The School's Pupil Premium money has been delegated to staffing to support additional funding for various intervention programmes.

**End of Key Stage 1 School Profile on Attainment over last 4 years**

This table shows the comparison between Stanford's end of KS1 FSM Attainment and National Non-FSM Attainment – the data is taken from RaiseOnline. *\*From 2012 the FSM categorisation changed & therefore from this point the data refers to those pupils recorded as PP.*

|           | <b>Reading</b>  |         |                 |         | <b>Writing</b>  |         |                 |         | <b>Maths</b>    |         |                 |         |
|-----------|-----------------|---------|-----------------|---------|-----------------|---------|-----------------|---------|-----------------|---------|-----------------|---------|
|           | <b>Stanford</b> |         | <b>National</b> |         | <b>Stanford</b> |         | <b>National</b> |         | <b>Stanford</b> |         | <b>National</b> |         |
|           | FSM             | Non FSM | FSM             | Non FSM | FSM             | Non FSM | FSM             | Non FSM | FSM             | Non FSM | FSM             | Non FSM |
| 2010-2011 | 19.0            | 18.8    | 13.9            | 16.2    | 14.0            | 16.0    | 12.6            | 12.6    | 16.0            | 18.1    | 14.1            | 16.1    |
| 2011-2012 | 18.3            | 19.4    | 14.4            | 16.6    | 17.0            | 16.7    | 13.2            | 15.2    | 18.5            | 18.5    | 14.6            | 16.4    |
| 2012-2013 | 15.4            | 18.5    | 14.8            | 16.8    | 14.3            | 16.2    | 13.5            | 15.5    | 17.0            | 17.9    | 14.8            | 16.5    |
| 2013-2014 | 16.7            | 19.2    | 15.0            | 17.0    | 13.3            | 17.2    | 13.7            | 15.6    | 15.3            | 18.4    | 15.0            | 16.7    |

## What is the Attainment Data telling us?

- Generally the attainment gap between our Free School Meal children and the National Average NFSM is less than that between PP children and Non-PP children Nationally;
- Whilst the attainment gap had been narrowing in Year 2 previously; there has been an increase in the attainment for writing and maths this year. However, due to the small number of children in this group, the individual attainment of some children with additional needs has skewed the overall APS. As a result, we have written a case study of this group.

The School continuously analyses where support for children needs to be targeted. 2013-2014 data showed the school that most of the Pupil Premium were attaining well, through Quality First Teaching. From this data the decision was made by the School and Governing Body to focus a significant portion of our intervention in this area. The school therefore invested in various support assistants further enhance the Quality First Teaching received by the children. It was also apparent that many of the barriers to learning were social, emotional and behaviour problems and therefore the support of our Learning Mentor and School Counsellor were a key intervention for over half of our Pupil Premium children to help support, motivate and challenge them. These interventions were not exclusive to children on the Pupil Premium register.

Other Interventions were run though where needs were identified and these are listed below

### Intervention Summary

|               | School Start - Language | School Start - Sound Awareness | Speech Therapy | ELS Literacy | Learning Mentor | 1:1 or Group Support in Class     | EAL / EMAS | 1 <sup>st</sup> Class @ Number | LLSS     | School Counselling |
|---------------|-------------------------|--------------------------------|----------------|--------------|-----------------|-----------------------------------|------------|--------------------------------|----------|--------------------|
| <b>PP</b>     | 1                       | 1                              | 1              | 4            | 6               | <i>Small Steps Focused Groups</i> | 0          | 1                              | 1        | 8                  |
| <b>Non PP</b> | 3                       | 4                              | 8              | 25           | 21              |                                   | 4          | 3                              | 5        | 3                  |
| <b>Total</b>  | <b>4</b>                | <b>5</b>                       | <b>9</b>       | <b>29</b>    | <b>27</b>       |                                   | <b>4</b>   | <b>4</b>                       | <b>6</b> | <b>11</b>          |

The school needs to ensure value for money and also that all interventions are having an impact on improving children's attainment and progress. The data below is a summary of the cost of running these interventions for both PP and Non-PP children.

## Cost Analysis – Approximate Expenditure (see Pupil Premium Expenditure Report 2013-2014)

| INTERVENTION   | COST    | COST/CHILD                                 | FSM COST | % of PP Funding                              |
|--|---------|--|----------|--|
| ELS – TA led   | £116.00 | To be included<br>in expenditure<br>report |          | N/A  |
| LLSS - Teacher   | £5,040  |  |          | N/A  |
| LEARNING MENTOR – TA led   | £8785   |  |          | 47%  |
| 1 <sup>ST</sup> CLASS @ Number – TA led (+ enrichment mathematics activities as appropriate) | £10,308 |  |          | 5.6%<br><i>(training/resource cost only)</i> |
| S&L TA led   | £4,967  |  |          | N/A  |
| School Counselling   | £5700   |  |          | 46%  |
| Home to School Liaison Officer   | £519.75 |  |          | 1.4%   |
| <b>TOTAL</b>   |         |  |          |  |
|  | £       |  |          |  |

### ADDITIONAL EXPENDITURE

| TYPE  | COST     | % FSM                                   | % NON FSM                                  |
|---|----------|---|--|
| Learning Mentor Training                            | £250     | To be included in<br>expenditure report | To be included in<br>expenditure<br>report |
| 1 <sup>st</sup> Class @ Number Training & Resources | £331.25  |   |  |
| Subsidising School Trips                            | £531     |   |  |
| Subsidising After School Activity Clubs             | £224     |   |  |
| <b>TOTAL</b>  | £1336.25 |   |  |

## Progress

Children sometimes do not reach Age Related Expectation but make good progress from their starting points. To close the gap children must make at least 6pts of progress. The school needs to be sure that the interventions ran are an effective use of money, therefore we monitor progress throughout the intervention programme. Pupils may not make smooth, regular progress; they may experience plateaus and surges. A wide range of social and emotional issues can also have a significant impact on the pupil's progress. This is a simple statement as the complexities behind each child and their individual needs can in effect distort the data as almost all the children receiving an intervention have been successful. The school therefore tracks each child but it would be inappropriate for this data to be published.

## Reception

**Age related expectation (ARE) is 'expected' on the Foundation Stage Profile. Of the 5 children eligible for Pupil Premium, there are two children who are receiving small focused group support at a pre-SEN class level.**

**Each Non Pupil Premium child is worth 1.2% and each Pupil Premium child is worth 20%**

| ALL       | READING % | WRITING % | MATHS % |
|-----------|-----------|-----------|---------|
| Emerging  | 20%       | 25%       | 11%     |
| Expected  | 44%       | 51%       | 62%     |
| Exceeding | 36%       | 25%       | 27%     |

| PP        | READING % | WRITING % | MATHS % |
|-----------|-----------|-----------|---------|
| Emerging  | 50%       | 50%       | 33%     |
| Expected  | 0%        | 0%        | 17%     |
| Exceeding | 50%       | 50%       | 50%     |

| NPP       | READING % | WRITING % | MATHS % |
|-----------|-----------|-----------|---------|
| Emerging  | 18%       | 23%       | 10%     |
| Expected  | 47%       | 54%       | 65%     |
| Exceeding | 35%       | 23%       | 25%     |

## YEAR 1

**Age related expectation (ARE) is 1a/2c at the end of Year 1. Of the 8 children in receipt of Pupil Premium there are two children with SEN and three who have been in receipt of small focused group interventions throughout the year.**

**Each Non Pupil Premium child is worth 1.2% and each Pupil Premium child is worth 12.5%**

| ALL            | READING % | WRITING % | MATHS % |
|----------------|-----------|-----------|---------|
| Below expected | 27%       | 37%       | 20%     |
| In line        | 73%       | 63%       | 80%     |
| Above          | 31%       | 19%       | 2%      |

| PP             | READING % | WRITING % | MATHS % |
|----------------|-----------|-----------|---------|
| Below expected | 50%       | 63%       | 63%     |
| In line        | 25%       | 13%       | 38%     |
| Above          | 25%       | 25%       | 0%      |

| NPP            | READING % | WRITING % | MATHS % |
|----------------|-----------|-----------|---------|
| Below expected | 24%       | 34%       | 16%     |
| In line        | 76%       | 66%       | 84%     |
| Above          | 32%       | 18%       | 2%      |

| INTERVENTION – Early Literacy Support (ELS) |         |         |  |
|---|---------|---------|--|
|   | Reading | Writing |  |
| PP (4)                                      | 6.5     | 6.5     |  |
| NON PP (25)                                 | 6.7     | 6.7     |  |

## YEAR 2

Age related expectation (ARE) is 2B at the end of Year 2. Of the 6 children eligible for Pupil Premium, one child is on the SEN Register, another child was at our pre-SEN Class Action level and receiving extra support and a further child was/is on a Child Protection Plan.

Each Non Pupil Premium child is worth 1.2% and each Pupil Premium child is worth 16.6%

| ALL            | READING % | WRITING % | MATHS % |
|----------------|-----------|-----------|---------|
| Below expected | 7%        | 16%       | 7%      |
| In line        | 93%       | 84%       | 93%     |
| Above          | 83%       | 66%       | 79%     |

| PP             | READING % | WRITING % | MATHS % |
|----------------|-----------|-----------|---------|
| Below expected | 17%       | 50%       | 17%     |
| In line        | 83%       | 50%       | 83%     |
| Above          | 67%       | 50%       | 33%     |

| NPP            | READING % | WRITING % | MATHS % |
|----------------|-----------|-----------|---------|
| Below expected | 6%        | 13%       | 6%      |
| In line        | 94%       | 87%       | 94%     |
| Above          | 85%       | 67%       | 82%     |

*Obviously writing will continue to be a key focus for 2014-2015 – see separate analysis for writing.*

## Progress as a Result of Interventions

| INTERVENTION – Language Literacy and Support Service (LLSS) |         |         |  |
|---|---------|---------|--|
|   | Reading | Writing |  |
| PP (1)  | 2.0     | 0.0     |  |
| NON PP (5)  | 4.2     | 3.8     |  |

| INTERVENTION – 1 <sup>st</sup> Class @ Number   |                |         |       |
|---|----------------|---------|-------|
|   | Below Expected | In Line | Above |
| PP (1)  | 100%           | 0%      | 0%    |
| This child made 8 months progress in six weeks  |                |         |       |
| NON PP (3)  | 100%           | 0%      | 0%    |
| Two of these children made 8 months progress in six weeks and the other child 7 months progress |                |         |       |
| <i>See separate 1<sup>st</sup> Class @ Number Screening Results &amp; Impact</i>                |                |         |       |

The table below shows the combined APS in Reading, Writing and Maths of our PP children in Years 1 and 2 compared to their Non-PP peers.

| Number of Pupil Premium Children:<br>Year 1: 8 Year 2: 6 |      |      |                |      |      |
|--|------|------|----------------|------|------|
| Attainment APS (across RWM)                              |      |      |                |      |      |
| Year 1   |      |      | Year 2         |      |      |
| PP   | N-PP | All  | PP             | N-PP | All  |
| 10.5   | 11.5 | 11.5 | 14.9<br>(16.5) | 17.8 | 18.0 |

|   |  |  |  |
|---|--|--|--|
| How many Year 1 children reached 1A+ in RWM by the end of the year and % of Non-Pupil Premium | ALL: 57.7%<br>(52/90)<br>PP: 25%<br>(2/8)<br>NPP: 60.9%<br>(50/82) | How many Year 2 children reached 2B+ in RWM by the end of the year and % of Non-PP | ALL: 84.4%<br>(76/90)<br>PP: 50%<br>(3/6)<br>NPP: 86.9%<br>(73/84) |
| PP children's NC APS Progress across KS1  | 11.6   | Non-PP children's NC APS Progress across KS1                                       | 13.1   |

### What is the data telling us?

- The number of Pupil Premium children who achieve Age Related Expectations is generally greater in Year 2 than in Year 1. This is often due to the fact that within the short time scale of KS1 it takes until Year 2 for the full demonstrable impact to show in terms of progress and attainment. Also that the percentage of PP children achieving ARE by the end of Year 2 doubles whereas the percentage increase for NPP children is less.
- However the number of children eligible for Pupil Premium at Stanford Infants is very small and therefore individual cohorts can vary greatly in terms of need and academic ability and therefore individual children's progress and attainment can skew the data significantly.

## IMPACT at End of Key Stage 1:

From RaiseOnline data:

| Reading |     |        |          |          |     |
|---------|-----|--------|----------|----------|-----|
|         | PP  | NON PP | Combined | National | Gap |
| L2+     | 83% | 96%    | 96%      | 90%      | -7  |
| L2b+    | 83% | 94%    | 93%      | 81%      | +2  |

| Writing |     |        |          |          |     |
|---------|-----|--------|----------|----------|-----|
|         | PP  | NON PP | Combined | National | Gap |
| L2+     | 83% | 96%    | 96%      | 86%      | -3  |
| L2b+    | 50% | 87%    | 84%      | 70%      | -20 |

| Maths |     |        |          |          |     |
|-------|-----|--------|----------|----------|-----|
|       | PP  | NON PP | Combined | National | Gap |
| L2+   | 83% | 96%    | 96%      | 92%      | -9  |
| L2b+  | 83% | 95%    | 93%      | 80%      | +3  |

- It should be noted here that the increased attainment difference, particularly in writing, is due to one of the PP children having significant SEN and therefore although the other PP children in Year 2 made good progress and made at least ARE this one child's progress and attainment APS reduces the overall figure substantially as the group is so small.

Our 2013-2014 unvalidated data shows that there is a difference of progress in RWM and a difference in attainment in RWM for Pupil Premium children.

| End of Key Stage 1 2014 |            |                      |                          |
|-------------------------|------------|----------------------|--------------------------|
| <b>Progress</b>         | <b>All</b> | <b>Pupil Premium</b> | <b>Non-Pupil Premium</b> |
|                         | 13.1       | 11.6                 | 13.1                     |
| <b>Attainment</b>       | <b>All</b> | <b>Pupil Premium</b> | <b>Non-Pupil Premium</b> |
|                         | 18.0       | 15.1 (14.9)          | 18.2 (17.8)              |

Overall our progress is expected over the Key Stage in R/W/M, whilst attainment is considered 'good' for Pupil Premium children and outstanding for NPP children.

- It should be noted here that the increased progress difference is due to one of the PP children having significant SEN and therefore although the other PP children in Year 2 made good progress and made at least ARE this one child's progress and attainment APS reduces the overall figure substantially as the group is so small.

**How has Pupil Premium been spent in 2013/2014 and what has been the impact for each intervention:**

|   |   |
|---|---|
| The School's allocation of Pupil Premium for this period was:   | <b>£22,872</b>  |
| The number of pupils who received any type of Pupil Premium funded support during this period was: ( <i>*pupils are only counted once even though they may have received several types of intervention</i> )                              | * 41 (7 Reception PP 5/5, 19 Year 1 PP 8/8, 16 Year 2 PP 6/6) |
| Our Pupil Premium Policy states that Pupil Premium Funding is not used exclusively for pupils in receipt of FSM but is to reduce the attainment and achievement gap between our lowest 20% attaining pupils and the rest of their cohort. |   |

The table below shows how the Pupil Premium has been spent in 2013/2014 and what the impact has been for each intervention.

| <b>Record of PPG Spending by item/project 2013-2014</b>            |           |             |   |   |
|--|-----------|-------------|---|---|
| <b>Item/Project</b>  | <b>PP</b> | <b>N-PP</b> | <b>Objective</b>  | <b>Outcome</b>  |
| Learning Mentor  | 6         | 21          | 1:1 or small group support addressing aspirations, self-esteem and confidence.                | Provides invaluable support in helping vulnerable children benefit fully from the school day. Specific enrichment activities made available to those children who may face particular barriers, e.g. Looked after Children. The aim is to ensure that children become more independent in their learning; as this is achieved the support provided to learners is reduced as the children display a greater level of confidence. Feedback evidence from pupils, their teachers and parents showed that after 1:1 mentoring the pupils gained in self-esteem; they felt more confident to take an active part in lessons, etc. |
| 1 <sup>st</sup> Class @ Number – see <i>separate data analysis</i> | 1         | 4           | Accelerate the progress of the lowest attaining children in maths – impacting widely on maths | From the standardised test: the 1 FSM child who received this intervention they made an Average Number Age Gain of 8 months in 6 weeks. Of the  |



|   |     |   |  |  |
|---|-----|---|--|--|
|   |     |   | standards through the development of the subject and pedagogical knowledge.  | 3 NFSM children who received this intervention, they made an Average Number Age Gain of 7.6 months in 6 weeks. Children continue to make gains after finishing the programme – confidence in maths is increased. |
| School Counselling<br>X4 hours per week                                       | 8   | 3 | The Counselling helps children to explore their feelings around current or past difficulties, whilst simultaneously addressing specific problems. They are supported to make choices, manage crises, work through feelings of inner conflict and focus on improving relationships with others. | A full report on the impact of the counselling will be provided by the YMCA on 21.10.14 and therefore this section will be updated then.   |
| Home to School Liaison Officer  | N/A |   | Home to School Liaison Officer supports families with attendance issues, including those children with medical needs – see Case Studies.   |  |
| Support with After School Activity Clubs                                      | 2   | 0 | To enable children to access After School Activity Clubs   | 2 children accessed a different Activity Club at the School.   |
| Subsidising School Trips ( <i>PTFA also provides subsidises PTFA Events</i> ) | 20  | 0 | All trips/visits for PP children were paid for using the PP Funding  | All PP children benefited from the trips/visitors to enhance their learning.   |
| School Meals  |     |   |  |  |

The allocation for the financial year 2014-2015 is £26,000.

**Next Steps:**

The Governors have agreed that the School is to continue running the interventions as identified this year:

- Learning Mentor Support;

- 1<sup>st</sup> Class @ Number – with the intention of strengthening support for maths across the school.
- School Counselling;
- Other intervention programmes led by Learning Support Assistants (trained TA's) within the School;
- Using formative assessment to increase children's involvement in their learning is a key feature of improving outcomes. Although the approach has been shown to improve outcomes for all learners, since it improves children's motivation to learn; it has a disproportionately positive impact on lower attaining children. Evidence to support the importance of using formative assessment comes from numerous sources, therefore teachers are to continue to trial and analyse classroom approaches to improve children's learning.

Following our detailed analysis of the data, we will also provide the following:

- Specialist Literacy teacher to support and develop writing across Y1 and Y2 for specifically identified groups of children.
- Specialist Maths teacher to work with Year Groups to develop planning and teaching of maths to benefit all children but specifically tailored maths interventions to support key groups of children.
- Specialist Maths teacher to also provide effective support for Inclusion TAs delivering maths interventions.
- Purchase and use of ipads to be used in the support of booster/intervention groups to promote progress and attainment.

### **How did we do against our Targets in 2013/2014 for closing the Attainment Gap?**

Target 1: To ensure that in 2014 the attainment in reading, writing and maths of our Year 2 PP children who have attended Stanford since the beginning of Year 1 is at least +3 APS above the 2013 Brighton and Hove average. – **we achieved +2.8 APS in reading, +3 APS in writing and +0.7 APS in maths (see additional maths support planned for next academic year).**

Target 2: To reduce the overall progress difference in Reading, Writing and Maths between PP children, particularly in Year 1. In Year 1 a difference of -1.0 or less and in Year 2 of -0.5 or less – **we achieved in Year 1 a -0.1 difference in reading, -0.7 difference in maths but a -1.4 difference in writing (writing clearly remains an area of difficulty for our PP children see addition support for coming academic year above). In Year 2 we achieved a -0.2 difference in reading, a -0.3 difference in writing, but a -1.1 difference in maths (again see above additional support planned for the coming academic year).**

Target 3: To reduce overall attainment difference in Reading, Writing and Maths between PP and non PP children. In Year 1 a difference of -1.0 or less and in Year 2 a difference of -0.5 or less. **We achieved in Year 1 a difference of -1.3 in reading, -1.4 in writing and -0.9 in maths. In Year 2 we achieved a difference of -2.4 in reading, -3.3 in writing and -2.6 in maths.**

### **What are the Targets in 2014/2015 for closing the Attainment Gap?**

Target 1: To ensure that in 2015 the attainment in reading, writing and maths of our Year 2 PP children who have attended Stanford since the beginning of Year 1 is at least +3.5 APS above the 2013 Brighton and Hove average for reading and writing and at least +3 APS for maths.

Target 2: To reduce the overall progress difference in Reading, Writing and Maths between PP children, particularly in Year 1. In Year 1 a difference of -1.0 or less and in Year 2 of -0.5 or less

Target 3: To reduce overall attainment difference in Reading, Writing and Maths between PP and non PP children. In Year 1 a difference of -1.0 or less and in Year 2 a difference of -0.5 or less.

