

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 1st September 2014 and 24th July 2015. 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 end of year group expectations.

Pupil Premium Trends

	2010	2011	2012	2013	2014	2015
School	4.1%	4.1%	7.5%	8.9%	7.4%	7.7%
National	18.5%	19.2%	26.2%	26.7%	26.6%	TBC

Stanford Infant School has consistently been in Free School Meal Band 1 (0-5.2%) 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 who are eligible for Free School Meals.

Pupil Premium Information for 2014-2015

Number of children on the Pupil Premium Register: **21** Number of CLA children: **0**

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.*

	Reading				Writing				Maths			
	Stanford		National		Stanford		National		Stanford		National	
	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
2014-2015	16.6	18.3	15.2	17.1	16.6	17.4	14.0	15.8	16.8	18.0	15.2	16.8

What is the Attainment Data telling us?

- In all areas our PP children have attained higher this year than last and their improvement is better than that of our Non-PP children compared to last year;
- The attainment gap for our PP children compared with Non-PP nationally has also narrowed this year; in reading it is +0., in writing it is +0.8 and in maths there is no gap. This is significantly better than last year.

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 to further enhance the Quality First Teaching received by the children. It was also apparent that some of the barriers to learning were social, emotional and behaviour difficulties and therefore the support of our Learning Mentor and School Counsellor were a key intervention for several of our Pupil Premium children to help support, motivate and challenge them. These interventions were not exclusive to children on the Pupil Premium register. In addition, we had identified writing as the area in previous years with the consistently biggest gap and so employed a teacher to provide booster writing sessions for all our Pupil Premium children.

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	Maths Booster	Maths Extension	LLSS	School Counselling	Writing Booster
PP	1	1	1	1	8	<i>Small Steps Focused Groups</i>	0	5	2	1	4	21
Non PP	1	1	6	17	24		6	13	16	5	5	4
Total	2	2	7	18	32		6	18	18	6	9	25

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 2014-2015)

INTERVENTION	COST	COST/CHILD	FSM COST	% of PP Funding
INA for Attachment	£8,460	To be included in expenditure report		
LLSS - Teacher	£4,788			
LEARNING MENTOR – TA led	£8,977			
1 ST CLASS @ Number – TA led	£540			
YMCA Play Therapy for LAC	£540			
School Counselling	£6,219			
ECaR Style Support Teacher	£3,349			
TOTAL	£ 32,873			

ADDITIONAL EXPENDITURE

TYPE	COST	% FSM	% NON FSM
Therapeutic Communication Conference	£225	To be included in expenditure report	To be included in expenditure report
Attachment training (INSET)	£1,100		
Feedback/Feedforward training	£1,000		
Subsidising School Trips	£335		
Literacy Resources	£18		
Ipads	£4,669		
Subsidising School Milk	£243		
Subsidising After School Activity Clubs	£104		
Subsidising School Meals	£664		
TOTAL	£8,358		

Progress

Children sometimes do not reach end of year group expectations but do make good progress from their starting points. To close the gap all children must make at least 6pts of progress each year or 12 pts across KS1. 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

End of year expectation is 'expected' for the Foundation Stage Profile. Of the 7 children eligible for Pupil Premium, there is one child who has been on the SEN/D register for Speech and Language difficulties and a further child who is currently being assessed by the Speech and Language Therapist.

Each Non Pupil Premium child is worth 1.2% and each Pupil Premium child is worth 14.3%

ALL	READING %	WRITING %	MATHS %
Emerging	20%	23%	4%
Expected	43%	50%	63%
Exceeding	37%	27%	33%

PP	READING %	WRITING %	MATHS %
Emerging	43%	43%	14%
Expected	43%	43%	72%
Exceeding	14%	14%	14%

NPP	READING %	WRITING %	MATHS %
Emerging	18%	20%	6%
Expected	43%	52%	60%
Exceeding	38%	28%	35%

YEAR 1

End of year expectation at the end of Year 1 was 1a/2c under the previous 'levels' assessment and is now 'met'. In Year 1 this year there were 4 children in receipt of Pupil Premium and therefore each Non Pupil Premium child is worth 1.2% and each Pupil Premium child is worth 25%

ALL	READING %	WRITING %	MATHS %
Below expected	21%	29%	25%
In line	43%	54%	63%
Above	31%	17%	11%

PP	READING %	WRITING %	MATHS %
Below expected	25%	25%	0%
In line	0%	25%	25%
Above	75%	50%	75%

NPP	READING %	WRITING %	MATHS %
Below expected	21%	29%	27%
In line	45%	56%	64%
Above	34%	15%	9%

INTERVENTION – Early Literacy Support (ELS)			
	Reading	Writing	
PP (1)	7.9	7.9	
NON PP (16)	7.1	6.9	

YEAR 2

End of year expectation is 2B at the end of Year 2. Of the 8 children eligible for Pupil Premium, one child is on the SEN Register.

Each Non Pupil Premium child is worth 1.25% and each Pupil Premium child is worth 10%

ALL	READING %	WRITING %	MATHS %
Below expected	10%	17%	4%
In line	12%	20%	19%
Above	78%	64%	76%

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

NPP	READING %	WRITING %	MATHS %
Below expected	8%	15%	2%
In line	11%	20%	38%
Above	81%	65%	60%

Reading and writing will continue to be a key focus for 2015-2016.

Progress as a Result of Interventions

INTERVENTION – Language Literacy and Support Service (LLSS)			
	Reading	Writing	
PP (1)	8.0	8.0	
NON PP (5)	5.8	5.0	

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:					
Year 1: 4			Year 2: 8		
Attainment APS (across RWM)					
Year 1			Year 2		
PP	N-PP	All	PP	N-PP	All
13.7	11.7	11.8	16.6	17.5	17.4

How many Year 1 children reached 1A+ in RWM by the end of the year and % of Non-Pupil Premium	ALL: 64.4% (58/90) PP: 75% (3/4) NPP: 63.9% (55/86)	How many Year 2 children reached 2B+ in RWM by the end of the year and % of Non-PP	ALL: 80.8% (72/89) PP: 50% (4/8) NPP: 82.9% (68/82)
PP children's NC APS Progress across KS1	13.4	Non-PP children's NC APS Progress across KS1	13.6

What is the data telling us?

- The number of Pupil Premium children who achieve Age Related Expectations this year is greater in Year 1 than in Year 2, which is the opposite of previous years' data. However there are less than half the number of PP children in our Year 1 cohort, three of whom are academically able, unlike our Year 2 cohort of PP children this year where almost half of them have required additional interventions beyond QFT to enable them to make progress towards ARE.
- As the data demonstrates the numbers of children eligible for Pupil Premium at Stanford Infants is very small and therefore individual cohorts can, and do, vary greatly in terms of need and academic ability. Therefore individual children's starting points, progress and attainment can skew the data significantly. Both positively and negatively.

IMPACT at End of Key Stage 1:

From RaiseOnline data – * the gap has closed in writing and mathematics.

Reading					
	PP	NON PP	Combined	National	Gap
APS	16.6	18.3	18.1	17.1	-0.5

Writing					
	PP	NON PP	Combined	National	Gap
APS	16.6	17.4	17.3	15.8	+0.8

Maths					
	PP	NON PP	Combined	National	Gap
APS	16.8	18.0	17.9	16.8	0

Our 2014-2015 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 2015			
Progress	All	Pupil Premium	Non-Pupil Premium
	13.5	13.4	13.6
Attainment	All	Pupil Premium	Non-Pupil Premium
	17.4	16.6	17.5

Overall our progress is 'expected' over the Key Stage in R/W/M for all pupils, with only a -0.2 gap between PP and NPP children. Attainment is 'outstanding' for all pupils but with a -0.9 gap between PP and NPP children.

- The reduction in both the progress and attainment gaps are due to better targeted interventions and support for PP children as well as a more even ability spread within our PP group.

How has Pupil Premium been spent in 2014/2015 and what has been the impact for each intervention:

The School's allocation of Pupil Premium for this period was:	£31,200
Our Pupil Premium Policy states that Pupil Premium Funding is not used exclusively for pupils in receipt of FSM but is also 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 2014/2015 and what the impact has been for each intervention.

Record of PPG Spending by item/project 2014-2015

Item/Project	PP	N-PP	Objective	Outcome
Learning Mentor	8	24	1:1 or small group support addressing aspirations, self-esteem and confidence, social communication skills, behaviour difficulties and settling to learn support	Provides invaluable support in helping vulnerable children access and benefit fully from the school day. Specific enrichment activities made available to those children who may face particular barriers to their learning, 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, and ultimately in progress and attainment.
Specialist Writing Intervention	21	4	The Writing Intervention was to support PP children to make progress in their writing whatever their attainment level so were run with a variety of foci depending on the needs of the PP children. This was linked to the whole school	Progress gap between these children and their non-PP peers was closed to +0.2 in both Year 1 and Year 2. The attainment gap closed in Year 1 to +1.2 and reduced to -0.9 in Year 2. See separate analysis for greater detail.

			QFT focus on developing writing and ensuring progress.	
Specialist Maths Booster Intervention	5	13	The maths subject leader planned a Wave 3 intervention programme that was carried out by a trained TA during the autumn and spring term with the aim of boosting confidence and ability for Y2 children.	All of the PP children in this group achieved at least L2b (ARE) in maths. All but four of the Non PP children achieved L2b (ARE) in maths.
Specialist Maths Extension Group	2	16	The maths subject leader planned an extension programme that was carried out by a trained TA during the spring term with the aim extending application of maths and independent problem solving skills for the more able Y2 mathematicians.	All of these children achieved L3 in maths and the two PP children were amongst those who achieved a secure L3b
School Counselling X4 hours per week	4	5	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	A full report on the impact of the counselling will be provided by the YMCA Dialogue Counselling Service in Nov 2015 and therefore this section will be updated then.

			feelings of inner conflict and focus on improving relationships with others.	
Independent Attendance Advisor	N/A		Supports with Attendance and Punctuality.	
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>)	21	0	All trips from school/visits from outside providers to school for PP children were paid for using the PP Funding	All PP children benefited from all trips from school/visits from outside providers to school to enhance their learning.

The allocation for the financial year 2015-2016 is £27,720

Next Steps:

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

- Learning Mentor Support;
- 1st Class @ Number – with the intention of strengthening support for maths in Year 1.
- 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:

- ECaR trained teacher to support and develop reading (and writing) in Y1 for specifically identified groups of children.

How did we do against our Targets in 2014/2015 for closing the progress Attainment Gaps?

Target 1: 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 2014 Brighton and Hove average for reading and writing and at least +3 APS for maths.

We achieved +1.6 APS in reading, +3.3 APS in writing and +1.8 APS in maths. This a positive gap increase for writing of 0.3 and for maths of 1.1, but a slight drop for reading.

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.

In Year 1 we achieved +1.8 difference in reading, +0.2 difference in writing and +0.9 difference in maths.

In Year 2 we achieved -0.6 difference in reading, +0.2 difference in writing and -0.1 difference in maths.

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.

In Year 1 we achieved a difference of +2.4 in reading, +1.2 in writing and +2.2 in maths.

In Year 2 we achieved a difference of -1.3 in reading, -0.9 in writing and -0.6 in maths.

What are the Targets in 2015/2016 for closing the Progress and Attainment Gaps?

Target 1: To ensure that in 2016 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 2015 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 2. In Year 1 a difference of 0.0 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.

