



The allocation and spending of Pupil Premium money, and its impact on pupil progress and attainment at Alban Wood Primary School

A summary report for 2014-2015 and plans contained for 2015-2016

Context

Schools receive a payment, or Pupil Premium, for each child who is currently eligible for Free School Meals or has been eligible for Free School Meals within the last six years (FSM 6 Ever). This payment was £1,300 per pupil for 2014-2015. Children who are looked after, or children from service personnel, are also allocated funds within Pupil Premium.

During 2014-2015 £92,300 was allocated to Alban Wood for the financial year, with RaiseOnline (Ofsted's annual summary pupil achievement report), published October 2015, showing our FSM 6 Ever percentage as 32.2%, remaining well above the National average (though falling slightly over time). For 2015-2016, £83,160 has been allocated to us, and will be invested as detailed below.

DfE Guidance states:

Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.

Thus all parents can be assured that as with all budget allocations to the school, decisions about provision and spending will be made with the best interests of all children's wellbeing and progress in learning at its core. Meetings to discuss pupil premium allocation include: pupil progress meetings 4 x annually (class teachers, Headteacher and INCO); Senior Leadership Team meetings; Governing Body meetings, whereby the Finance committee analyses spending of the Pupil Premium and the School Improvement Committee analyses the achievement of all pupils and groups of pupils in learning, including those in receipt of Pupil Premium.

Provision

Provision 2014-2015:

Use of pupil premium to support pupils in 2014-2015 included:

Area of expenditure	Specific examples of provision
Additional Teaching Provision	Guided or intervention groups to support accelerated progress (all abilities). Using very thorough analysis of data, cross-year group and targeted provision led by a teacher or senior member of staff can have a great impact: for example, a boys' writing club in LKS2.
Specialist Support Staff/Teaching Assistant Support	Learning mentor programmes (for example, protective behaviours, drawing and talking therapy), Nurture group provision, additional intervention/personalisation including 1:1 (for example, the Better Reading Partnership or 1:1 tuition Year 6) or small group learning (for example, Code X or Rapid Writing).
Staff CPD: Assessment For Learning	The Sutton Trust have published research which provides guidance as to the strategies which have most

	impact on pupils' progress in relation to the costs involved. Assessment For Learning has a particularly high impact, as shown in pupil data below, and therefore is invested in to support staff CPD.
School assessment, tracking and analysis	Pupil Progress Meetings, and detailed analysis across the staff team with the progress of pupils and groups of pupils.
Extra-curricular activities or support	Play therapy, access to Breakfast Club and/or After School Club, and access to extra-curricular activities.
Music opportunities within Y4 – Y6	Choir, advanced recorders, peripatetic teaching in a choice of instruments
Parent engagement and support	Family learning, led by HAFLs, and parent workshops led termly in school.
Subsidised excursions/activities	Swimming, class trips (including one trip further afield for all year groups once a year), Y6 residential trip to Cuffley for <i>all</i> pupils.
Early Years Foundation Stage	Our on-entry pupil achievement data demonstrates that a large proportion of our children begin at Alban Wood well below age-related expectations. Therefore, part of the pupil premium investment each year will be in excellent Early Years resources, focussing on Child Initiated learning.
South West Herts partnership: Family Support Worker	A school contribution for access to a Family Support Worker who can provide targeted support for families in need. Over 15 families have already benefitted from this supportive intervention.
Philosophy for Children	Also invested in through the main school budget; resources to especially support targeted pupils.

Provision 2015-2016

During 2015-2016, planned expenditure includes continued allocation of resources in the areas above, as well as further provision to support pupils described in the table below. It is important to cross-refer to our sports premium document (updated each September), as funds are targeted from here to support access to sport for children in receipt of Pupil Premium. It is also very important that there is flexibility to support pupil needs as they arise throughout the year.

Area of expenditure	Specific examples of provision
CPD: focussing on Speech and Language, and on closing achievement gaps	Training for an Early Years class teacher, and KS1 member of support staff, to implement ELKLAN (speech and language).
Alban Wood Community Farm	This exciting project, funded mainly through the main school budget, will be of great benefit, through pupil voice, to many targeted and vulnerable pupils.
Continuing contributions to curriculum resources and initiatives, including computing	For example, continuing investment in Kindles, highly motivating for children within UKS2.
Support staff focus in class within Topic and other subjects where pupils may need support to apply English skills	An analysis of pupil data and discussion of impact and Pupil Premium need has led to further investment in relation to teaching assistants deployed within classrooms during at least one Topic and/or Science

	lesson.
Early Years: analysis and action based on implications arising from baseline data	As in 2014-2015, Pupil Premium need is of high priority in EY. Funding for resources will be specific to actions arising from the baseline each year: for example, further Maths resources purchased 15/16.
Continuing interventions to support higher achieving PP pupils (or those that can be supported to make accelerated progress to achieve at HA levels)	Due to the clear impact 14-15, funds will continue to be invested for additional groups (led by senior leaders, and class-based teachers and support staff) for HA reading, grammar and maths.
New approaches to support the overlapping of mental health (emotional and behavioural) needs with Pupil Premium.	For example, Lego therapy (from September 2015); individual targeted pupil and/or family mentoring projects (also from Autumn term 2015).

Impact

Pupil learning can best be demonstrated through Year 6 SATs results, both attainment (standards) and progress, comparing Pupil Premium pupils, defined as ‘Disadvantaged Pupils’ in RaiseOnline, with in-school non-disadvantaged pupils (analysing and acting on any gap); and to ensure the highest aspirations, comparing in-school disadvantaged pupils with National data for non-disadvantaged pupils. Data below is shown for KS2 SATs July 2015, though in-school analysis includes a very close focus on closing the gap at KS1 and Early Years too and across each year group in school.

Our Hertfordshire Improvement Partner (HIP) writes in our Standards report where this data is analysed:

***The progress of disadvantaged pupils is outstanding** because the proportions of disadvantaged pupils making expected progress is in line with ‘other’ pupils nationally and the proportions making better than expected progress is significantly higher than the proportion of other pupils nationally.*

*The school’s data and RAISE online demonstrates **a significant narrowing of attainment gaps**. By the end of the EYFS, the school has narrowed the gap for almost all PPG pupils. By the end of KS1, the attainment gap has closed in all subjects and **by the end of KS2 any gap has been completely eradicated** compared with non-disadvantaged pupils nationally and almost closed compared with non-disadvantaged pupils in the school. **At the end of KS2, PPG pupils attainment levels are better than non-disadvantaged pupils nationally.***

Each year, the school’s analysis is rigorous to ensure that subsequent actions are matched to particular implications. From 2013-2014 a gap remained for PP children attaining at L5+, at the highest levels; data below will confirm that attainment at the highest levels for disadvantaged pupils is now in line with non-disadvantaged pupils in the school, closing a previous gap at KS2. This demonstrates that funding is very well used to achieve excellent impact.

KS2 pupil attainment (standards) 2015

Percentage of pupils achieving level 4 or above (expected level)

National figures shown in green

	Cohort	Reading %	Writing %	Maths %	English Grammar, Punctuation and Spelling

					(EGPS) %
All pupils	30	97% (89%)	93% (87%)	100% (87%)	93% (80%)
PP/Disadvantaged pupils	12	92% (11/12)	83% (10/12)	100%	92% (11/12)
Other pupils	18	100% (92%)	100% (90%)	100% (90%)	94%
Within school gap	-	-8%	-17%	0%	-2%

- In all of the above, school disadvantaged percentages are at least broadly in line with the National averages for non-disadvantaged pupils Nationally (and above in Reading, Maths and EGPS).
- As the above table demonstrates, there is no concern and no gap for PP pupils in comparison to their peers in Maths or EGPS. In reading 1 SEN PP child made outstanding progress from KS1, but did not achieve L4; in writing 2 SEN PP children made outstanding progress from KS1, but did not achieve L4.

Percentage of pupils achieving level 5 or above (above expected level)

National figures shown in green

	Cohort	Reading %	Writing %	Maths %	English Grammar, Punctuation and Spelling (EGPS) %
All pupils	30	60% (48%)	50% (36%)	43% (41%)	60% (55%)
PP/Disadvantaged pupils	12	58%	58%	50%	83%
Other pupils	18	61% (55%)	44% (42%)	39% (48%)	44% (61%)
Within school gap	-	-3%	+14%	+11%	+39%

- In all of the above, school disadvantaged percentages are at least broadly in line with the National averages for non-disadvantaged pupils Nationally (and significantly above for writing and EGPS).
- As the above table demonstrates, there is no concern and no gap for PP pupils in comparison to their peers in any subject area, with PP pupils outperforming their peers at these highest levels in writing, maths and EGPS.
- It is particularly notable that 27% of all children achieved at L6 in Maths (9% Nationally). Of these 8 children, 4 were PP and 4 non-PP, again showing no gap at the very highest achievement level.

Closing the gap: Average points scores for end of KS2 Disadvantaged pupils in 2015

- The Alban Wood overall APS are significantly higher than the National in all subjects, reading, writing and maths (and above the National in EGPS, though not significantly so)
- In all subjects, there is a positive gap between the school's disadvantaged pupils APS and the National for non-disadvantaged pupils
- A small gap remains between disadvantaged and non-disadvantaged peers in school for reading and writing, which we will strive to completely close in 2016.

Note: The gap is +ve if disadvantaged are above others or –ve if disadvantaged are below others

	Number in Cohort	Reading (APS)	Writing (APS)	Mathematics (APS)
Non-disadvantaged	18	30.7	30.0	30.7
Disadvantaged	12	30.0	29.5	32.0
Within school gap		-0.7	-0.5	+1.3
Gap between school's disadvantaged pupils' APS and national (non-disadvantaged) APS		+1.0	+1.3	+3.0 (1 year ahead)

KS2 pupil progress 2015

- In Reading, 93% of all pupils made expected progress from KS1 to KS2, and 57% achieved more than expected progress. Of the disadvantaged pupils (PP), 94% made expected progress and 67% achieved more than expected progress (much higher than the comparison National Other group at 33%).
- In Writing, 100% of all pupils made expected progress from KS1 to KS2, and 57% achieved more than expected progress. Of the disadvantaged pupils (PP), 100% made expected progress and 75% achieved more than expected progress (much higher than the comparison National Other group at 37%).
- In Maths, 100% of all pupils made expected progress from KS1 to KS2, and 53% achieved more than expected progress. Of the disadvantaged pupils (PP), 100% made expected progress and 75% achieved more than expected progress (much higher than the comparison National Other group at 37%).
- The value added progress was significantly above National scores (see table below), again for all, disadvantaged and other pupils in all subject areas.
- The value added scores demonstrate that overall disadvantaged pupils make outstanding progress which is in all cases even stronger than the outstanding progress made by their non-disadvantaged peers.

Value added (KS1 to KS2) 2015

	Overall	Reading	Writing	Maths
All pupils	102.3	101.6	101.7	102.9
Disadvantaged (12)	103.7	102.6	102.3	104.9
Non-disadvantaged (18)	102.0	101.7	101.8	102.3

Pupil achievement for disadvantaged pupils/PP across the school

- Data projections for KS2 SATs 2016 demonstrate that high attainment and excellent progress will be sustained for Pupil Premium pupils in comparison to their non-disadvantaged peers (though, with the removal of National Curriculum levels, we cannot make any projection in relation to National expectations).
- Where gaps have been identified in cohorts, narrowing of the gap is shown through provision mapping and pupil progress meeting minutes.