

# Pupil Premium 2014-2015: Evaluation Statement

Berwick St Mary's C of E First School  
Mr Hilton (Headteacher)



## Rationale

School is allocated by the government, a sum of money each year to address the current underlying inequalities between disadvantaged children and their peers.

For the 2014 /15 financial year (based on the January 2014 census) this amount is £1300 for each child eligible for Free School Meals (FSM) or in the care of the local authority (LAC) with an additional £300 for each child with a parent in the armed services.

At Berwick St Mary's CE First School this sum came to £38,200. In January 2014 30% of our pupils attract Pupil Premium payments.

Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success of their chosen expenditure.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- We recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We will allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.
- Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.
- We recognise that not all pupils who receive the Pupil Premium Grant will experience disadvantage at school. However, we ensure that more able children receive support to access appropriately challenging, motivating and enriching learning experiences.

We have used the Sutton Trust/ EEF toolkit to inform our decisions about the effectiveness of each approach/ intervention.

Most of these interventions have a focus on learning; a number have a focus on social and emotional development and there is some focus on the enrichment of the curriculum.

**Please note:** In September 2014 some of the planned school expenditure programmes were altered as new priorities have been identified by the new Head teacher. Due to the changes in evidence based interventions, there is an unavoidable delay in impact, such as the introduction of literacy and numeracy interventions, which were identified in the Autumn term 2014 and introduced Spring/Summer 2015.

Allocation	What we plan to do	Rationale for expenditure	Desired Outcome	Impact on disadvantaged pupils
£3,310	<b>Numeracy Intervention</b> Deliver 1 <sup>st</sup> Class @ Number and Numicon into Key Stage 1 and across the school.	Evidence based research highlights the impact of small group tuition, especially when pupils are group according to current attainment or identified need.  These interventions will result in accelerated progress.	All children will make age related expectations in reading, writing and maths.	Numicon activities integrated into new Numeracy policy., to provide all pupils a range of techniques to develop and apply numerical skills. Additional sessions were provided to disadvantaged pupils in key stage 2 to accelerate progress. Disadvantaged pupils in Key Stage 2 made better progress than non-disadvantaged.
£4,200	<b>Financial Support Subsidise</b> Educational visits including residential trips and travel costs to curriculum planned events.	To enhance learning opportunities by providing a wide and varied set of curriculum linked activities that is not limited by the locality or travel cost.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts.  Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice.	The school focused on providing a range of educational visits across the curriculum and age groups. Disadvantaged pupils received some subsidies to support their engagement . Participation would not available to some of the pupils if school did not offer it as enrichment.
£1,040	<b>Monitoring</b> Regular monitoring of pupil progress and interventions by SENCO and senior staff.	Monitoring and evaluation of pupil progress particularly that of our vulnerable and special needs pupils is essential to assess the effectiveness of interventions and supporting staff to implement new interventions.	Effective monitoring of intervention and pupil progress resulting in timely changes to personalised support if necessary.	Disadvantaged pupils have been a focus of strategic planning reflected in planned interventions for literacy, numeracy and SEN. Although disadvantaged pupils have had mixed progress in some cohorts – targeted evaluation has led to introduction specific interventions to accelerate identified pupils.
£5,270	<b>Enhance English/Literacy Provision</b> Introduce Read Write Inc to Reception and Key Stage 1	Evidence based research highlights the impact of small group tuition, especially when pupils are group according to current attainment or identified need.  These interventions will result in accelerated progress.	All children will make age related expectations in reading, writing and maths.	Delay in training has led to a delay in implementing the RWi programme until June 2015. All pupils from Rec to Y2 now accessing RWI - baselines are set and disadvantaged pupils are being tracked and supported with additional RWI interventions. Initial measures will be reported in Autumn 2015

£3,000	<b>Social &amp; Emotional Mentor</b> Employ ELSA trained staff to provide social and emotional support for Pupil Premium Pupils	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Barriers to learning which are often related to social and emotional issues are addressed and resolved. Social and emotional interventions targeted at individuals are the most expensive, however our school recognises the value of this to both pupils and to learning and outcomes	ELSA trained staff have worked throughout the year with a range of vulnerable pupils (majority in receipt of Pupil Premium) who due to circumstances face additional challenges which do/could impact on their learning development. This approach has ensured the children feel safe and secure in their learning environment, improving attendance, behaviour and academic progress.
£2,420	<b>Narrative and Phonic Support</b> Train staff to deliver targeted sessions for identified children in Early years and Key Stage 1	Identified children require targeted support for their speech and language to ensure they are able to access learning opportunities fully.	All children will make age related expectations in speech and language.	All appropriated pupils (many in receipt of pupil premium) have received targeted phonic interventions, to allow secure access across all curriculum areas. (100% of Pupil premium passed Year 2 Phonic resit)
£8,600	<b>Targeted Small Group 1:1 Interventions</b> We fund teaching assistants who implement small group teaching interventions to close gaps in literacy using the focused programmes such as Read Write Inc.	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	The small group interventions have the impact we intend and close gaps in attainment for most of the identified pupils. Data supports this.	Targeted interventions developed understanding of key concepts underpinning progress in core areas. Focus work in Year 3 allowed disadvantaged pupils to outperform non-disadvantaged pupils in Reading, Writing & Numeracy
£5,490	<b>Improving The Learning Environment</b> We have redesigned the learning environment to provide to improve access for children to learning, as well as provide areas for intervention.	For children to receive the appropriate support to enhance their learning, they must be able to access provision that is safe and engaging, so promoting learning confidence and self-confidence.	School to provide a stimulating and safe learning environment, that allows all children access to the appropriate support and provision.	Access to a safe secure learning environment is key to all children. Focus on developing positive behaviour for learning across the school, has allowed all students disadvantaged and non-disadvantaged –equitable access to learning resources, provision and teaching.
£500	<b>Library Service SLA</b> All children in school have regular access to a wide range of texts that they can access and use to support their learning	Reading for pleasure and to learn is a skill that we promote and value in all of our pupils. The SLA gives us access to high quality resources and can respond to the school's needs matching resources to the curriculum and themes we cover.	Reading resources will stimulate and inspire our pupils. The gap will close between pupil premium eligible pupils and their peers in reading and writing.	All pupils have access to a range of texts through our school library – enhancing topic resources and access to appropriate information sources.
£1,000	<b>After-School Activities</b> – Weekly sports sessions delivered by trained	We acknowledge that being involved in extra-curricular sporting activities may	Children look forward to and value the opportunities to excel	The school focused on providing a range of after school activities

	coaches offering a variety of sports	increase attendance and retention. Research indicates that participating in after school programmes improves performance on measures of academic achievement. At risk children are more likely to benefit as are younger children (5-10 year olds).	in school in non-academic as well as academic contexts. They learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice.	designed to support the physical, emotional and communication development of all pupils.. Disadvantaged pupils received some subsidies to support their engagement . Participation would not be available to some of the pupils if school did not offer it as enrichment.
<b>£1,870</b>	<b>Social skill development at Lunchtimes.</b> Funding of additional Lunchtime supervisor for Nursery. Development of provision, including pupil uniform, equipment and incentive scheme	The gains in social and emotional wellbeing in school contribute to the creation of a climate of learning and growing up which facilitate the delivery of the curriculum	The impact will be visible in attitudes to school and learning, behaviour for learning and readiness to learn.	Additional adult allowed directed support for social skill development of all Nursery children and modelling support for key basic skills. Additional equipment allowed all pupils access to enhanced outdoor activities to develop focus around communication and teamwork.
<b>£1,500</b>	<b>Targeted Staff Training</b> Delivery of targeted SEND, Safeguarding , literacy and numeracy training/updates.	To ensure staff are able to meet the needs of all pupils, targeted training in identified areas such as literacy, numeracy, special needs and safeguarding is required regularly.  Evidence shows investment in training develops motivation and enthusiasm in staff, which has a positive impact on learning outcomes for those they work with.	All children have access to a safe and challenging learning environment, which is supported by trained and motivated staff.	Staff received a range of specialist training to meet the identified needs of all pupils, with targeted interventions for pupil premium children, including outdoor play, positive handling, behaviour management, questioning for learning, phonetic awareness. This training has improved the practice of all staff in delivering effective learning – with focused interventions re-pastoral care for targeted disadvantaged children with additional socio-economic challenges.
<b>£38,200.00</b>				

## Impact

### Phonics

- Year 1: 62.5 % of disadvantaged pupils passed, this is a rise of 12.5% from previous year.
- Year 2: 100% of disadvantaged pupils passed, this is an increase of 33% on last year.

### Key Stage 1

	Gap difference in Reading		Gap difference in Writing		Gap difference in Maths	
	2014	2015	All	Disadvantaged	All	Disadvantaged
Level 2+	-14%	-1.9%	-14%	-1.9%	Nil (100%)	Nil (100%)
Level 3+	-25%	-5.8%	-13%	+1.9%	-25%	-38.5%

Year on year at the end of Key Stage 1 the performance of disadvantaged pupils has improved in 4 out of 6 areas, remain the same at 100% in one and declined in one.

### Attainment Comparison

	Reading		Writing		Maths	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Year 1	9.7	8	10	8.4	10.7	9.1
Year 2	15.3	15	14.7	14	16.3	15.3
Year 3	18.5	18	17.8	17	18.9	18.8
Year 4	22	22	21.9	21.6	22.6	22.8

### Progress Comparison

	Reading		Writing		Maths	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Year 1	2.7	2.2	3	2.4	3.6	2.9
Year 2	4.9	5	5.2	4.8	7	7
Year 3	3.5	4.5	3.6	4	3	3.8
Year 4	3.9	4.2	4.1	4	4.1	4.2