



# Longmeadow Primary School

## Impact of Pupil Premium Grant 2014-2015

### Report to Parents

#### CONTEXT

The Department for Education (DfE) gives additional funding to schools for children who have received Free School Meals (FSM) during the last 6 years. The funding is called Pupil Premium Grant (PPG). This report shows how the funding received by our school for academic year 2014 – 2015 was used, and the impact of expenditure. There is some reflection on how to improve the impact of expenditure.

#### FUNDING

Pupil Premium Funding received for year 2014 / 2015 was £193,700

#### PROVISION

Additional provision included:

- The appointment of additional teacher in Year 6 to support children eligible for Pupil Premium Grant.
- The appointment of a 1:1 tuition tutor to target individual children's progress.
- Tuition by an experienced teacher for 1 week during the school Easter holidays.
- Funding contributions to the emotional, health and welfare support for children.
- Revision packs provided for children.
- Individual support for younger children on recognised catch-up programmes such as Fisher Family Trust.
- Significant provision of Speech and Language support for younger children.
- Employment of a Parent and Child Support Worker.

#### IMPACT

##### End of Key Stage 2 Outcomes

At the end of Year 6, children are expected to achieve at least Level 4 in Reading, Writing and Maths. (The system of using Levels has now been replaced.)

There were 50 pupils in Year 6 in 2014-2015, 25 who received PPG and 25 who did not. There was a significant number of children with Special Educational Needs. The percentage reaching the required standard of Level 4 is as follows:

<b>Achieving Level 4 in:</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>RWM Combined</b>	<b>Grammar Punctuation &amp; Spelling</b>
Children entitled to PPG	64%	72%	64%	48%	44%
Children not entitled to PPG	96%	84%	88%	80%	88%

Children are expected to make at least two Levels progress between the end of Key Stage 1, and the end of Key Stage 2. The percentage of children achieving this is as follows:

<b>Two or more levels progress from end KS1</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Children entitled to PPG	64%	80%	56%
Children not entitled to PPG	87.5%	75%	80%
In-school difference	-23.5%	+5.0%	-24%

These results reflect the lack of targeted teaching throughout Key Stage 2, which is to be addressed. Teachers and leaders have not had access to children's achievement data.

## **In-year Impact – Year 6**

### **Y6 booster intervention teacher:**

There was an extra teacher allocated to Year 6 to support children who entered the year significantly below achievement expectations i.e. at least a year behind in attainment. The children were given additional teaching in small groups, and most of the targeted children made better than expected progress. Twelve children were targeted to receive additional Maths teaching during the school Easter holiday, and nine of these children achieved a Level 4.

Subject	Number of children targeted	No change	6 months progress	One year's progress	One year's progress or more
Reading	7	0	1	2	4
Writing	22	2	4	7	9
Maths	12	3	7	1	1

The provision of additional teaching clearly had a positive impact. In future years, the school will improve the targeting of additional teaching, and the provision of additional teaching resource throughout the school.

## Key Stage 1 Outcomes

### Year 1 Phonics Check

Of the 52 children in Year 1 who took the Phonics check, 15 were entitled to PPG.

Of these 15, 12 (80%) passed, and 3 (20%) did not pass.

Children in Year 2 who did not pass the check when in Year 1 are retested. There are five children entitled to PPG who did not pass in Year 2. They require continued support into Key Stage 2.

### Year 2 Achievement

Children are expected to achieve Level 2 by the end of Year 2. (The system of using Levels has now been replaced.)

Four children entitled to PPG received daily Speech and Language support, and all four achieved Level 2 in Reading.

<b>Achieving Level 2 in:</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Children entitled to PPG	92.6%	88.9%	88.9%
Children not entitled to PPG	96.4%	96.4%	96.4%

## Impact of Parent and Child Support Worker

The aim of the Parent and Child Support Worker (PCSW) is to help tackle underachievement, remove barriers to learning and promote positive outcomes and wellbeing for children facing difficulties. She promotes the engagement of families in their child's learning, development and wellbeing and contributes to the effective and efficient delivery of information and support to families and children.

The PCSW has provided swift and fundamental support to 11 families this year who have had a range of needs and whose children would have either struggled to attend school or to cope with learning.

From liaising with parents and setting up support groups for the children, the PCSW has enabled children who are under a lot of strain in difficult times to have improved wellbeing and emotional resilience in their learning.

Transition support was provided for six vulnerable children to support their move to secondary school. The support consisted of a programme of group sessions for one term, and included visits to the children's future secondary schools.

Three children entitled to PPG had support with their behaviour self-management, in personalised sessions.

A further five children entitled to PPG who were struggling with emotional and behavioural had support. There was improvement seen in these children managing their own emotions, their relationships with peers, parents and siblings, creating more positive outcomes both in and out of the classroom.

Furthermore, our PCSW supports parents and has directed parents to a variety of advice agencies and courses including: Family Toolkit, ADDvance, Parent Partnership, Young Minds, Grace's Space, Relax Kids, Thriving Families, HAND. She attends meetings convened under the Common Assessment Framework (CAF) to support the work undertaken with the children and their families.

## Considerations for PPG Expenditure 2015-2016:

- Improve the data collection and analysis of achievement and progress for children entitled to PPG
- Improve outcomes for all children entitled to PPG, especially higher achieving pupils
- Improve the targeting and provision of teaching and learning support
- Ensure the quality of teaching is at least good throughout the school
- Continue with additional teaching resource in Year 6; explore how additional good teaching can be provided more widely
- Improve achievement in Writing
- Continue with Parent and Child Support Worker