



Stapleford Community Primary School

Aspire Challenge Discover

What is the Pupil Premium?

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. In 2011/12 the funding allocated was £488 per child, £200 for children of Armed Forces families. This rose to £600 and £250 respectively in 2012/13.

From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years. Further changes in 2014/15 saw an increase of funding to £1,300 per pupil.

Premium Plus was introduced with a higher rate of funding of £1,900 for

- Looked after children (LAC)
- Children adopted from care
- Children who leave care under a special guardianship order or residence order

Number of Pupils Eligible for Pupil Premium

Year	FSM	LAC	Armed Forces	Total
2011-2012	20	0	0	20
2012-2013	21	0	1	22
2013-2014	25	0	1	26
2014-2015	27	0	0	27
2015-2016	21	0	0	21

How much Pupil Premium funding did the school receive in the last three years and how was it allocated?

Academic Year	Total of Funding	Amount spent on in class support, interventions and one to one tuition	Enrichment- Music lessons, Clubs, Breakfast and After School Clubs & Trips
2013/14	£23,472.00	£16,877.00	£7347.00
2014/15	£38,967.00	£31,668.00	£7557.00
2015/16	£24,473.00	£20,085.41	£4,387.85

How do we measure the impact of this funding?

Pupil Premium children are highlighted on our provision map to ensure that their progress is monitored carefully. Provision for and progress of the children is reviewed every term to ensure that it is effective and provides value for money. This is reported to the Governors Performance and Standards Committee by the Headteacher/ SENCO. Since September 2013 achievement for Pupil Premium children has been addressed through our participation in the Achievement for All programme.

Close tracking by teachers of the progress of all pupils informs planning for teaching and learning. Termly pupil progress meetings inform whole class teaching, interventions and additional support. Pupils' progress in reading writing and maths is tracked via the schools assessment system which also informs teaching and learning as it contains the National Curriculum 2014 Objectives for each year group.

The pupil progress meetings are a collaborative discussion between the Headteacher Class Teacher and SENCO. Trends within a cohort are discussed, interventions and approaches are identified. These are reviewed in the next pupil progress meeting or before if appropriate.

Personalised interventions and pupils' responses to them are monitored regularly so that support is targeted to the right individuals and the best outcomes are achieved. The SENCO oversees the monitoring of interventions. For interventions such as First Class Number & Booster Reading Program benchmarking is undertaken at regular intervals using standardised materials.

What has been the impact of the use of this funding?

The Local Authority conducted a review of the impact of our Pupil Premium spending in 2013/14 and 2014/15. In 2014/15, the review concluded that, "The school used the

additional funding for disadvantaged pupils appropriately. Staff and governors are very clear about the urgency of closing the achievement gap for these children and track the impact of their spending decisions rigorously. The school’s participation in the Achievement for All programme has made a positive difference to the engagement in learning of disadvantaged pupils and their families. The pupil premium funding allows the school to provide more of the interventions and support identified as necessary through AfA. “

Comparative data from 2014 and 2015, detailed below, shows improvements in Phonics and Average Point Scores at the end of each Key Stage. RAISEonline data for 2015 shows that gaps between disadvantaged pupils, other pupils in the school and disadvantaged pupils nationally have been reduced since 2014.

Table to show the percentage of disadvantaged pupils who reached threshold in Phonics Screening

Year Group	Academic Year 2013/14	Academic Year 2014/15
Year One	0%	33%
Year Two	33%	67%

Table to show the Average Point Score of disadvantaged pupils at the end of Key Stage One

Subject	APS Academic Year 2013/14	APS Academic Year 2014/15
Reading, Writing, Maths combined	11	11.7
Reading	11	12.3
Writing	9.8	10.3
Maths	12.2	12.3

Table to show the Average Point Score of disadvantaged pupils at the end of Key Stage Two

We are very proud that in 2014/15 our disadvantaged pupil's data was above the national average for their group in all areas except one, where there was a difference of 0.3

Subject	APS Academic Year 2013/14	APS Academic Year 2014/15
Reading, Writing, Maths combined	20.3	28.1
Reading	21	31.5
Writing	18	27
Maths	21	27
English Grammar, Punctuation and Spelling	18	28.5

The table below provides an overview of the intervention groups that were run in 2014/15 and their impact.

Year 2014/15	Activity/ Intervention Funded	Year Groups	Impact
	Sensory Circuits	FS Yr1	Improved concentration and compliance with routines; reduction in incidents
	Phonics	Fs Yr1 Yr2	Increase in pupils reaching phonics threshold in Year One & Two.
	ELS (Early Literacy Skills)	Yr 1 Yr 2	Increase in pupils reaching phonics threshold in Year One & Two. Improved awareness of sentence structure.
	BRP (Boosting Reading Potential)	Yr2 – 6	Improved reading and comprehension skills (6 months to 1 year over 12- 14 week period)
	First Class Number	Yr3	All disadvantaged children that participated in the programme made 9+ months progress. The highest rate of progress was 23 months.
	Wordshark	Yr 3 Yr 4 Yr 5	Improvement in End of Key Stage Two Average Point Scores
	Clicker	Yr 4 Yr5 Yr6	Improvement in End of Key Stage Two Average Point Scores
	Social Skills	Yr6	Improved transition to Key Stage 3 for Year 6 pupils

The table below provides an overview of the intervention groups that were or are being run in 2015/16 and their impact.

Interventions

Year 2015/16	Activity/ Intervention Funded	Year Groups	Impact
	Phonics	Yr 1 Yr2	End of Autumn Term Data shows increase in number of sounds that pupils can read and write
	ELS (Early Literacy Skills)	Yr 1	Commenced Spring Term
	BRP (Boosting Reading Potential)	Yr2 – Yr 6	Improved reading and comprehension skills. 6 months to 1 year over 12 week period)
	First Class Number		All pupils participating in the programme made 13+ months progress.
	Spelling Booster KS2	Yr 6	Ongoing
	Acceleread/write	Yr2 – Yr5	Ongoing
	Maths Booster	Yr 1 Yr2	Ongoing
	Number Box	FS Yr1 Yr2	Commenced Spring Term
	Yr6 One to One Tuition	Yr 6	Ongoing
	Lego Club	Yr 5	Commenced Spring Term

N.B. This list of provision may be added to or changed subject to the individual needs of the children.

What is the Achievement for All Quality Mark?

A national accolade for quality has been awarded to Stapleford Community Primary School in Cambridge for its work in improving the well-being, resilience and self-esteem of its pupils who are vulnerable to underachievement.

The Quality Mark Award recognises the impressive work being done by the school to improve progress in reading, writing and maths for all pupils, particularly those with Special Educational Needs and/or Disabilities.

The award has been developed by leading education charity [Achievement for All](#) (AfA), which offers support programmes to schools and settings to help them improve outcomes in the lowest achieving 20 per cent.

During our Quality Mark Audit (November 2015) it was noted that, “all involved have been significant in securing the improved outcomes for vulnerable learners and the consistent culture of aspiration you are developing. All the participants enabled me to see clearly how the school community has embraced the values of the charity to transform the lives of vulnerable and disadvantaged children and their families.”