

The Pupil Premium

At Heber we are committed to the highest educational standards matched to the needs of every child and the teaching of skills that will enable all children to reach their full potential. The Pupil Premium is designed to support children known to be vulnerable to underachievement, namely: -

1. Those who have been eligible for Free School meals at some point over the last six years: 61 at present (18% of the current roll- excludes Reception and Nursery)
2. Looked After Children: 3 at present
3. Children who have a parent serving in the armed forces: none on roll at present.

The intention is to 'narrow the gap' between children who fall into these groups and those who do not. The hope is that in time, children eligible for FSM will score the same as children not eligible for FSM. The Pupil premium has only been in place for four years so it is too early to report unequivocally on impact.

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We monitor children's progress throughout the year and target all children vulnerable to underachievement with a range of measures and strategies including those outlined below. These interventions support the progress of all children in the school who are not making the progress we expect them to make. There is a well documented correlation between eligibility for Free Meals and underachievement; these interventions, by definition target children eligible for FSM. This financial year (2015 – 2016) we are due to receive £107,800 in Pupil Premium. The following measures support the attainment and achievement of vulnerable children

1. The provision of free places on the Year 6 school journey for all children in receipt of the Pupil Premium
Children on School Journey take part in adventurous physical activity. This helps fulfil some of the demands of the PE curriculum.
1. The provision of free places at After School Clubs for children eligible for FSM and those with Statements of SEN.
Recent clubs included Recorder, Ukelele, Drama, Singing, Art and Craft, Music Technology, Spanish, Archery, Drumming and Football.
2. Teaching of Mathematics in Years 5 and 6
A group of children on the SEN register and in receipt of the Pupil Premium are taught separately with a differentiated curriculum. . We do so to maximise achievement for all. The additional set is taught by our Inclusion Manager. This takes place every day.
3. After School Robotics / Storytelling club
Our Assistant Head is leading a weekly After School Club where children will learn to programme a robot to help tell stories that they have written. This club is specifically targeted at Children in receipt of the Pupil Premium.
4. Teaching of Phonics in Years 1 - 4.
Trained Teaching Assistants lead Phonics intervention groups in the afternoon.
5. Literacy Tracks Intervention in Years 1 - 6
Trained Teaching Assistants lead additional small group Phonics Interventions both before school and during the school day
6. Early Intervention
Early Years Educators in the Foundation Stage work with small groups on phonics.
7. Provision Mapping
Our Deputy Headteacher tracks progress and the impact of interventions for every child in the school. Particular emphasis is placed on children in receipt of the Pupil Premium.
8. Volunteer Reading
Our Literacy Coordinator coordinates the volunteer reading carried out by parents. Currently there are about 35 volunteer readers.
9. Booster classes
 - All senior teachers lead booster classes in the Spring and Summer terms. These take place either before or after school. Priority is given to children in receipt of the pupil premium
 - In the Spring and Summer term, the headteacher teaches a class for more able Year 4 Readers. Priority is given to children in receipt of the Pupil Premium.
10. Improving children's attitude to Learning
Our Learning Mentor
 - Monitors punctuality and attendance of PP children and liaises with the Local Authority Early Help Service
 - Leads small social skills groups that enable children to access the curriculum more effectively

Impact of The Pupil Premium

Up until 2015, children have been awarded levels at the end of every Key Stage. These levels are converted into 'points'. Points are awarded as follows: -

KS1					KS2				
Level 1	Level 2c	Level 2b	Level 2a	Level 3	Level 4c	Level 4b	Level 4a	Level 5	
9	13	15	17	21	25	27	29	33	

The benchmark for Year 2 was Level 2b. The benchmark for Year 6 was Level 4b

Average Points Scores (APS) for Heber children in receipt of the pupil premium should be compared to

1. The APS of Heber children *not in receipt of the PP*
2. The National APS of children *not in receipt of the PP*.

Key Stage 1 Assessment

	Average Points Score												
	Heber							National					
	2009	2010	2011	2012	2013	2014	2015	'09	'10	'11	'12	'13	'14
Overall	16.0	16.2	16.9	16.8	16.4	17.4	17.3	15.2	15.2	15.3	15.5	15.8	15.9
PP	13.7	14.3	14.6	11.9	14.8	15.0	16.6	13.3	13.4	13.5	14.1	14.3	14.6
Non PP	16.7	16.8	17.1	17.9	16.7	17.8	17.4	15.6	15.7	15.7	16.1	16.3	16.4

APS Gap	3.0	2.5	2.5	6.0	1.9	2.8	0.8	2.3	2.3	2.2	2.0	2.0	1.8
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- ‘Trends’ should be treated with caution as the number of children eligible for FSM is relatively small.
 - The trend for APS for children eligible for FSM is upward.
 - The trend for children not eligible for FSM is upward
- The low APS for children eligible for FSM in 2012 was due to the very large proportion (60%) who were also on the SEN register.
- The FSM / Non FSM gap increased in 2014 because the rate of increase in APS amongst non FSM children was higher than the rate of increase in non FSM children.
- The percentage of children in receipt of the Pupil Premium is decreasing. In both 2009 and 2010 23% of the cohort were eligible for FSM. This year 3 children (5%) were in receipt of the Pupil Premium. The figure for the current Year 1 (next year’s Year 2) is 10

Year 1 Phonics Test

Pass Rates	2012			2013			2014			2015	
	Heber		National	Heber		National	Heber		National	Heber	
	Cohort	Pass rate	Pass rate	Cohort	Pass rate	Pass rate	Cohort	Pass Rate	Pass rate	Cohort	Pass rate
Overall	89	69%	58%	60	71%	69%	60	78%	74%	58	81%
PP	14	64%	45%	6	67%	57%	3	100%	63%	6	33%
Non PP	75	69%	62%	54	71%	73%	57	77%	78%	52	87%
Gap		-5%	-17%		- 4%	- 14%		+ 23%	-15%		-54%

- The Year 1 Phonics Test was introduced in 2012
- In all four years the Pupil Premium cohort has been very small (16%, 10%, 5%, and 10% of the class)
- In both 2012 and 2013 the ‘gap’ was substantially narrower at Heber than it was nationally. In 2014 FSM children did better on average than non FSM children. In 2015 the ‘gap’ was large. Variance in the PP / non PP gap fluctuates with the proportion of children in receipt of the pupil premium who are new to English and/or are on the SEN register.
- In 2012 and 2014 PP children at Heber scored higher than children not in receipt of the PP Nationally

Key Stage 2 Assessment

	Average Points Score													
	Heber								National					
	2009	2010	2011	2012	2013	2014	2015	‘09	‘10	‘11	‘12	‘13	‘14	
Overall	27.5	28.3	27.8	28.7	28.5	30.4	30.6	27.8	27.4	27.5	28.2	28.3	28.7	
PP	25.7	25.2	27.3	25.9	25.8	28.5	26.3	25.7	25.0	25.4	26.6	26.7	27.0	
Non PP	28.2	29.9	28.1	29.8	29.4	31.1	32.0	28.2	27.8	27.9	28.9	29.1	29.4	
Gap	2.5	4.7	0.8	3.9	3.7	2.6	5.7	2.5	2.8	2.5	2.3	2.4	2.4	

Again, ‘trends’ should be treated with caution. Our data has the gap between children eligible for FSM and those not eligible fluctuating.

As with KS1 the figures often depend on the proportion of children with SEN/EAL . In 2009 the gap was at the National average, in 2010 it was above, in 2011 it was below . It went above in 2012 but decreased in 2013 and 2014. It went up last year because of the large proportion of PP children (6/13 – 46%) with SEN:

2015 data		
	Number	APS
PP and SEN	6	23.2
PP and non SEN	7	29.0
Non PP	52	32.0
Non PP/PP non SEN gap	3.3	

Record Keeping

The school keeps records of the extra support offered to every child in receipt of the Pupil Premium

With the measures outlined above in place, we are hopeful that over time we will be able to narrow the gap between children eligible for FSM and their peers. It should be re – iterated though that the proportion of children eligible for FSM is steadily decreasing.

The reduction in the percentage of children eligible for FSM means that it will become harder to ascertain trends and even harder to ascertain whether those trends that are visible are significant or not.

September 2015