

Pupil Premium Funding and Impact 2014-2015

Pupil Premium is additional money given to school to support children who are entitled to free school meals (or have been in the past 6 years) or looked after children.

The money is used to raise achievement for these children and it is up to our school how money is allocated. The following information tells you how much funding we have received, how we are using it and the impact it is having in closing the gap between pupil premium children and their peers.

The impact of pupil premium is discussed regularly at pupil progress meetings and is tracked on achievement days. School then has to report to the Governors, including how the money is spent and what the impact is on achievement.

End of Key Stage 2 data (November 2015*)

*Unvalidated Raise Online Data

Headline data:

- **Pupil Premium children achieved a value added score of 101.0, compared to 99.8 nationally, in all subjects. This is also compared to Non-Pupil Premium children, who achieved 100.1 nationally.**
- **Pupil Premium children 101.4, 101.0 and 100.0 in maths, reading and writing respectively. This is higher than the national average for Non-Pupil Premium children in maths and reading, and in line with Non-Pupil Premium children in writing.**

Amount of Pupil Premium received

Number of pupils eligible for pupil premium grant				
	2011/2012	2012/2013	2013/2014	2014/2015
Percentage of pupils eligible for PP	24%	30%	45%	44%
Total number of pupils eligible for PP	165	207	313	321
Amount of PP received per child	£488	£623	£900	£1,300
Total amount received	£80,520	£128,795	£281,700	£444,767 (including an additional allocation for Looked After Children)

How is the money being used in 2014 - 2015?

Special Educational Needs – Internal Interventions

In school, we put lots of support into classes to help all groups of children make the best progress they can. For children that need an extra push and who qualify for the Pupil Premium grant, school provides additional tuition from teachers and teaching assistants.

Strategy	Cost	Impact
<ul style="list-style-type: none"> • Every Child a Counter Intervention x 2 • Additional SEN teacher x 2 • Additional HLTA support • Additional TA support 	£126,302	Summer 2014-Summer 2015 <ul style="list-style-type: none"> • SEN children who are eligible for Pupil Premium funding made 4.1APS in reading, 4.4APS in writing and 4.8APS in maths. • Whole school SEN progress was 4.2APS in reading, 4.4APS in writing and 4.9APS in maths, showing that Pupil Premium children with SEN are closing the gap between them and the whole school average.

New to English

Throughout the year, our school takes in a large number of children who are new to English. To help them catch up with their peers school runs teacher-led 'New to English' interventions. This helps to fast-track language learning and has been one of the most successful interventions in school.

Note: the term 'New to English' refers to all children who are technically defined as 'New to English' (i.e. children who do not have English as their first language and are new to speaking English in the last 2 years) or who access New to English interventions within school, for additional curriculum support. .

Strategy	Cost	Impact
<ul style="list-style-type: none"> • New to English Teaching - Phase 1, Phase 2 and KS2. • New to English Teaching Assistant. 	£99,022	Summer 2014 – Summer 2015 <ul style="list-style-type: none"> • New to English children made 6.8APS in reading, 7.0APS in writing and 7.6APS in maths this year. • Many NTE children have successfully been re-integrated back into their class and their grasp of English is rapidly improving.

Yr6 Additional Support

Yr6 is an important year for children at school, as the results they get in their SATs examinations will affect the start of their secondary school lives. To help support children who qualify for Pupil Premium in Yr6, school uses part of the grant to provide additional teaching in literacy and maths and to help them be 'secondary ready'.

Strategy	Cost	Impact
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<ul style="list-style-type: none"> • Additional teaching in Year 6 x 3 • Additional teaching assistant and HLTA support. • Yr6 self-esteem intervention with E:Merge • 1:1 tuition for targeted children. 	£86,886	<p>Summer 2014 – Summer 2015</p> <ul style="list-style-type: none"> • Pupil Premium children in Year 6 made 4.6APS in reading, 4.3APS in writing and 4.5APS in maths. • Qualitative impact will be raised self-esteem and confidence
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Other Year Group Support

In addition to the core teaching staff, we have a number of additional teaching staff and teaching assistants who are used to target Pupil Premium children in order to improve their educational outcomes.

Strategy	Cost	Impact
<ul style="list-style-type: none"> • Additional teaching assistant support. • Additional teacher in Yr2, 4 and 5. • Additional teacher support for interventions. 	£57,909	<p>Summer 2014 – Summer 2015</p> <ul style="list-style-type: none"> • Pupil Premium children in Year 1 made 8.9APS in reading, 9.6APS in writing and 10.5APS in maths. This exceeds progress made by the year group as a whole. • Pupil Premium children in Year 2 made 3.7APS in reading, 3.8APS in writing and 4.2APS in maths. • Pupil Premium children in Year 4 made 3.7APS in reading, 3.8APS in writing and 3.7APS in maths. • Pupil Premium children in Year 5 made 3.7APS in reading, 3.8APS in writing and 3.7APS in maths.

Developing Teaching

In order to ensure Pupil Premium children catch up with their peers, school invests heavily in training, developing and supporting teachers throughout their careers. We have a number of experienced leadership staff who will continue to ensure that teaching and learning at Bowling Park is the best it can be.

Strategy	Cost	Impact
<ul style="list-style-type: none"> • 3 x Lead Practitioners 	£33,616	<ul style="list-style-type: none"> • Across the year, the Lead Practitioners worked with teacher to provide 1-1 support and work samples in order to develop teaching and learning. This was then followed by pupil progress meetings and lesson observations, carried out by SLT. • Whole school Pupil Premium children made 4.7APS in reading, 4.8APS in writing and 5.0APS in maths between summer 2014 and summer 2015.
<ul style="list-style-type: none"> • Additional support for 		<ul style="list-style-type: none"> • 65% of children passed the phonics screening in

<p>developing teaching, with particular focus on KS1.</p>		<p>June 2014. The cumulative figure for 2015, which includes the Year 1 re-takes, was 88%.</p> <ul style="list-style-type: none"> • 77% of children reached the phonics standard in 2015. This is in line with the national average. • Whole school Pupil Premium children made 4.7APS in reading, 4.8APS in writing and 5.0APS in maths.
<ul style="list-style-type: none"> • Assistant Head Teacher for EYFS and Yr1 		<p>Summer 2014 – Autumn 2014</p> <ul style="list-style-type: none"> • Whole school Pupil Premium progress was an average of 1.7APS in reading, 1.8APS in writing, and 1.8APS in maths. • Across the whole of Reception, there are 58% of children making at least expected progress in maths, 36% in reading and 30% in writing. • Pupil Premium GLOD children in Year 1 made average progress of 0.8APS in reading, 1.0APS in writing and 1.5APS in maths. • In the autumn term, Julie worked with 6 teachers to provide 1 to 1 support and book scrutinies to develop teaching and learning in EYFS. This work was then followed by a pupil progress meeting and observation with SLT. <p>Autumn 2014 – Spring 2015</p> <ul style="list-style-type: none"> • Whole school Pupil Premium progress was 1.8APS in reading, 1.6APS in writing and 1.8APS in maths. • Across the whole of Reception, there are 61% of pupils making at least expected progress in maths, 62% in reading and 64% in writing. • Pupil Premium GLOD children in Year 1 made average progress of 2.0APS in maths, 2.3APS in reading and 1.8APS in writing. • In the spring term, Julie worked with 9 teachers to provide 1 to 1 support and book scrutinies to develop teaching and learning in EYFS and Year 1. This work was then followed by a pupil progress meeting and observation with SLT.

Experience and Enrichment

Bowling Park prides itself on providing children with experiences that go beyond the day-to-day curriculum and that they might not have encountered. For example, throughout the school year, Pupil Premium children will go on on a variety of trips and residential. These opportunities will enable children to use new-found skills back in school to help them make accelerated progress. The experiences are also important because they increase confidence and self-esteem, as well as helping to develop a 'growth mind-set'.

Strategy	Cost	Impact
<ul style="list-style-type: none"> Parental Involvement Worker, to work with vulnerable families Ghyll Head Residential Yr6 (November 2014) Whitby Residential Yr5 (April 2014) Nell Bank Residential Yr4 (June 2014) Scientist in Residence – Sheila Thomas (50%, April to March) 	£33,261	<ul style="list-style-type: none"> Qualitative impact showed increased self-esteem, confidence and independence. Pupil Premium money has contributed to the creation of an indoor and (soon to be completed) outdoor science laboratory, filled with top-of-the-range facilities that are being used to develop key skills within the new curriculum. Work has now been completed on the outdoor science laboratory. Each class has their own raised bed to grow flowers and plants. Classes will use this space to develop key skills in line with the new national curriculum.

Special Educational Needs - External Expertise

Specialist external support is also paid for using the Pupil Premium grant. This additional support is used to target children who have very specific needs or have a certain barrier to learning.

Strategy	Cost	Impact
Increased educational psychologist time in school through a service level agreement. Helen Harding is in school every Wednesday for the whole academic year (covered by Alex Smith from September due to maternity leave)	£30,000	<p>Summer 2014 - Autumn 2014</p> <ul style="list-style-type: none"> Pupil Premium children who worked with the Educational Psychologist made average progress of 0.9APS in reading, 0.5APS in writing and 0.9APS in maths. <p>Autumn 2014 – Spring 2015</p> <ul style="list-style-type: none"> Pupil Premium children who worked with the Education Psychologist made average progress of 1.3APS in reading, 1.3APS in writing and 1.3APS in maths.
Providing speech and language therapy through a service level agreement. Carol Haigh (April to July) and now Nicola (September to March).		<p>Summer 2014 – Autumn 2014</p> <ul style="list-style-type: none"> Pupil Premium children who worked with the Speech and Language Therapist made average progress of 1.0APS in reading, 1.4APS in writing and 1.6APS in maths. <i>(Note: this progress includes 1 child who made 12APS)</i> <p>Autumn 2014 – Spring 2015</p> <ul style="list-style-type: none"> Pupil Premium children who worked with the Speech and Language Therapist made average progress of 1.3APS in reading, 1.3APS in writing and 1.5APS in maths.

Looked After Children

We currently have one child at our school who receives additional funding for Looked After Children. This additional money, totalling £1300, is used to ensure emotional and educational well-being for the child concerned.

Strategy	Cost	Impact
One to one support with Assistant Head Teacher for EYFS and Year 1. This intervention ensures the child makes progress within the curriculum and develops his social and emotional well-being. (1 hour per week Autumn to July)	£1333.80	This child has made good progress this year. His confidence and social skills has developed, as well as his communication skills. His attendance is 97.7% this year.
Total cost £1,333.80		

Total spent April 2014 to March 2015: £468,329.80