

Pupil Premium at Kings Copse (September 2013 – July 2015)

All maintained schools in England and Wales are required to report on the impact of the Pupil Premium, a fund given to schools by central government on the basis of need. Pupil Premium funding is intended to support vulnerable groups, such as service children or children from low-income families.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. Essentially, funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Pupil Premium Allocation and Impact, 2013 – 2014

Last year, our school used PP funding to deliver activities and provide support to pupils who were eligible in the following ways. The impact of each action is also recorded.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Delivering maths intervention: Numicon	£1500+ £580 on resources and £960 for a year of intervention, assuming four children are accessing the intervention for 30 minutes each week.	Each intervention lasts 12 weeks and runs across KS2 and KS1. 4 children can take part in each 12-week block. Resources and aspects of the intervention are also in use in Y1.	Progress across an AY will be at least 6 points for children in Y2 and 4 points for children in Y6. The intervention should add two sub-levels per term in Y2 (one sub-level in Y6). For other year groups,	Average progress made by Y1 across the AY in Maths: 4.6 pts Average progress made by ALL targeted children: 3.4 pts Average progress made by PP children across the AY: 5 pts Conclusion Children in receipt of PP funding made more progress than their peers. PP funding has had a positive impact. Numicon benefitted others as it was rolled out to non-PP children. However, these children made less progress than the class average.

			progress for PP children will be in line or with peers as measured using our new 'in-house' measures.	
Providing access to 'Mathletics' (internet-based, interactive maths learning tool for use at home)	£1000+ £650+ on annual subscription for Mathletics and £500+ delegated to providing access to school IT resources after school for any children who can't access software at home.	All children in KS1 and KS2 (including 19 current and 31 'Ever 6' Pupil Premium children) have access to Mathletics across the AY. Children without computers or internet can access software in school via an after-school club.	In Autumn 2013, 50 eligible pupils were accessing the maths tool on a regular basis Progress across an AY will be at least 6 points for children in KS1 and 4 points for children in KS2.	Average progress in KS2 across the AY in Maths: 4 pts Average progress by PP children in KS2 in Maths: 3.7 pts Average progress in KS1 across the AY in Maths: 5.1 pts Average progress by PP children in KS1 in Maths: 5 pts Conclusion Children in receipt of PP funding made very slightly less progress than their peers in both Key Stages. The gap was very small in both cases and the use of PP funding to provide Mathletics beyond PP children has had a positive impact overall.
Providing emotional and behavioural support (via a school-based ELSAs)	£12000+ (p/r) £1000+ on resources and training. £6+ per child for each 30-minute session. A percentage of the ELSA salary is allocated from the PP budget due to the number of eligible children accessing the provision.	All children in KS1 and KS2 (including 19 current and 31 'Ever 6' Pupil Premium children) have access to ELSA-led support, including ELSA, FEIPS, 'Time to Talk', Friendship and Social Group sessions.	In Autumn 2013, 11 eligible children were accessing this provision. The outcome for these children and others accessing the provision is good progress across the curriculum and good attendance, self-esteem and behaviour.	During the academic year, 15 pupils accessed ELSA provision* and were supported with regular interventions. Of these, 6 were discharged by April 2014 due to significant progress in key areas (including ability to recognise feelings, making eye contact, ability to maintain friendships, use of coping strategies, etc.) and a further 3 were discharged by the end of the year. Attendance levels and behaviour for these children was in line with peers. *ELSA provision refers specifically to this intervention and does not include FEIPS, Time to Talk, Friendship Group and Social Group sessions. PP funding was used to support PP children and others to access ELSA and a range of other provision. Conclusion ELSA provision as supported by PP funding has positively affected outcomes for all children.
Providing a lunchtime club for vulnerable children to access each day	£4000+ £700+ on new resources and training. £16+ per day (£3200+ per year) to fund two	All children in KS1 and KS2 (including 19 current and 31 'Ever 6' Pupil Premium children) have access to	In Autumn 2013, 11 eligible children were accessing this provision. The outcome for these children and others	During the academic year, several pupils accessed lunchtime provision, including PP children. Conclusion Attendance levels and behaviour for children accessing the lunchtime provision was in line with peers. Children appreciated

	specialist LSAs (including one VI LSA) to support eligible children to access provision over the lunch hour	lunchtime play support, including outdoor games and social skills activities.	accessing the provision is good progress across the curriculum and good attendance, self-esteem and behaviour.	the club as evidenced by pupil voice questionnaires. Behaviour amongst the general population not involved in the club was also solidly good, possibly as a result of interventions by staff members running lunchtime clubs.
Delivering reading/phonics intervention: SIDNEY	£1200+ £1200+ for a year of interventions, assuming only two children access the intervention for 30 minutes (2 X 15 minute sessions), every week, over a 12-week term.	Eligible pupils in KS1 identified as likely to experience literacy difficulties work through a phonic-based intervention programme run by an LSA over 12 weeks, 15 minutes per session.	Progress across an AY will be at least 6 points for children in KS1. The intervention should add two sub-levels per term in KS1.	Average progress made in Reading across the AY by Y1 children in receipt of SIDNEY support: 4 pts Average progress made by PP children in receipt of SIDNEY support: 4 pts Conclusion Children in receipt of PP funding made similar progress to their peers. PP funding had a positive impact as it allowed PP children to keep pace with their peers. Funding SIDNEY using PP benefitted others as it was also rolled out to non-PP children.
Delivering reading intervention: Rapid Reading	£1200+ £1000+ for a year of interventions, assuming only two children access the intervention for 20 minutes (2 X 20 minute sessions), every week, over an 8-week period.	Eligible pupils in KS2 identified as experiencing literacy difficulties work through an intervention programme run by an LSA over 8 weeks, 20 minutes per session.	Progress should be equivalent to a double ratio gain (at least) for children receiving support.	In the autumn term, children in KS2 receiving RR support for 6 weeks made a combined total of 70 months progress (or an average of 14 months progress for each child). In the spring term, children in KS2 receiving RR support for 6 weeks made a combined total of 61 months progress (or an average of 10 months progress for each child). Two of these children made poor progress, were screened for dyslexia and moved to a different intervention. In the summer term, children in KS2 receiving RR support for 6 weeks made a combined total of 34 months progress (or an average of around 7 months progress for each child). Conclusion Rapid Reading interventions funded using PP have had a generally positive impact on reading age except in circumstances where other factors (such as significant SEN) limited rapid progress.
Providing access to 'Bug Club' (internet-based, interactive reading and response	£2000+ Various annual subscriptions from £260 - £530 per year, matching	All children in KS1 and KS2 (including 19 current and 31 'Ever 6' Pupil Premium children)	In Autumn 2013, 50 eligible pupils were accessing the reading tool on a regular basis	Average progress in KS2 across the AY in Maths: 3.8 pts Average progress by PP children in KS2 in Maths: 3.6 pts Average progress in KS1 across the AY in Maths: 5 pts Average progress by PP children in KS1 in Maths: 4.9 pts

learning tool for use at home)	books ordered for guided reading. £500+ delegated to providing access to school IT resources after school for any children who can't access software at home.	have access to Bug Club across the AY. Children without computers or internet can access software in school via an after-school club.	Progress across an AY will be at least 6 points for children in KS1 and 4 points for children in KS2.	<p>Conclusion</p> <p>Children in receipt of PP funding made very slightly less progress than their peers in both Key Stages. The gap was very small in both cases and the use of PP funding to provide Bug Club to all children has had a positive impact overall.</p>
Subsidising additional peripatetic music tuition for vulnerable learners	£1300+ Music lessons charged at £38.50 per hour, with lessons taking place across the year.	Eligible pupils take part in drumming (and other) lessons, providing an outlet for emotions and an opportunity to develop resilience (by learning a new skill) to steady children should future crises arise.	In Autumn 2013, 8 pupils were accessing lessons, including 3 eligible pupils.	<p>During the academic year, several pupils accessed music tuition, including PP children, who performed in several end of year concerts for parents and peers.</p> <p>Conclusion</p> <p>Although the impact of this spending is not easy to quantify, it is clear that the PP funding made music tuition accessible to children who would not normally have received it and provided children will a real confidence boost.</p>
Subsidising extra-curricular learning opportunities (including residential visits) for families unable to pay the full cost	£1000+	The Headteacher has discretion to allocate a very limited fund to any of the current Pupil Premium family in order to support them with the cost of extra-curricular visits; all visits partially subsidised by the school.	Access to provision.	<p>During the academic year, all pupils engaged with educational visits, including PP children.</p> <p>Conclusion</p> <p>Although the impact of this spending is not easy to quantify, it is clear that the PP funding made school visits accessible to children who would not necessarily have taken part.</p>

Pupil Premium Allocation and Planning, 2014 – 2015

This year, our school intends to use PP funding to deliver activities and provide support to pupils who are eligible in the following ways.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Delivering maths intervention: Numicon	£1500+ £580 on resources and £960 for a year of intervention, assuming four children are accessing the intervention for 30 minutes each week.	Continuing activity, following successful trials in 2013 and 2014.	Each intervention lasts 12 weeks and runs across KS2 and KS1. 4 children can take part in each 12-week block. Resources and aspects of the intervention are also in use in Y1.	Progress across an AY will be at least 6 points for children in Y2 and 4 points for children in Y6. The intervention should add two sub-levels per term in Y2 (one sub-level in Y6). For other year groups, progress for PP children will be in line or with peers as measured using our new 'in-house' measures.	Interventions run by the LSA are monitored by the SENCO each half-term, by class teachers 6x per year and by the Headteacher 4x per year via 'Pupil Progress' meetings. The Governing Body has oversight over school data. Assessments are based on MALT, APP tools and SATs where applicable.	Impact information due: July 2015.
Providing access to 'Mathletics'	£1000+ £650+ on annual	Continuing activity, following successful	All children in KS1 and KS2 (including	In Autumn 2014, 50 eligible pupils	Assessment data is collected by	Impact information due: July 2015.

(internet-based, interactive maths learning tool for use at home)	subscription for Mathletics and £500+ delegated to providing access to school IT resources after school for any children who can't access software at home.	trials in 2013 and 2014.	19 current and 31 'Ever 6' Pupil Premium children) have access to Mathletics across the AY. Children without computers or internet can access software in school via an after-school club.	will have access to the maths tool on a regular basis Success will be measured using the Kings Copse Progress Measure (see below).	teachers at 6 intervals across the year and unpicked by the Headteacher 4x per year via 'Pupil Progress' meetings. The Governing Body has oversight over school data. Assessments are based on MALT, APP tools and SATs where applicable.	
Providing emotional and behavioural support (via a school-based ELSAs)	£12000+ (p/r) £1000+ on resources and training. £6+ per child for each 30-minute session. A percentage of the ELSA salary is allocated from the PP budget due to the number of eligible children accessing the provision.	Continuing activity.	All children in KS1 and KS2 (including 19 current and 31 'Ever 6' Pupil Premium children) have access to ELSA-led support, including ELSA, FEIPS, 'Time to Talk', Friendship and Social Group sessions.	In Autumn 2014, over a dozen eligible children will have access to this provision. Success will be measured using the Kings Copse Progress Measure (see below). Attendance and behaviour will be in line with (or above) non-PP levels.	Interventions run by the ELSAs are monitored by the SENCO on a weekly basis. The Headteacher and Governing Body have oversight over school data.	Impact information due: July 2015.
Providing a lunchtime club for vulnerable children to access each day	£6000+ £700+ on new resources and training. £16+ per day (£3200+ per year) to fund two specialist LSAs (including one VI LSA) to support eligible children to access provision over the lunch hour	Continuing activity, following a successful trial in 2014. Funding increased.	All children in KS1 and KS2 (including 19 current and 31 'Ever 6' Pupil Premium children) have access to lunchtime play support, including outdoor games and social skills activities.	In Autumn 2014, over a dozen eligible children will have access to this provision. Success will be measured using the Kings Copse Progress Measure (see below). Attendance and behaviour will be in line with (or above) non-PP	Lunchtime activities are monitored by the SENCO on a weekly basis; feedback is given to teachers on a daily basis on the success of lunchtime play.	Impact information due: July 2015.

				levels.		
Delivering reading/phonics intervention: SIDNEY	£1200+ £1200+ for a year of interventions, assuming only two children access the intervention for 30 minutes (2 X 15 minute sessions), every week, over a 12-week term.	Continuing activity.	Eligible pupils in KS1 identified as likely to experience literacy difficulties work through a phonic-based intervention programme run by an LSA over 12 weeks, 15 minutes per session.	Success will be measured using the Kings Copse Progress Measure (see below).	Interventions run by the LSA are monitored by the SENCO each half-term, by class teachers 6x per year and by the Headteacher 4x per year via 'Pupil Progress' meetings. The Governing Body has oversight over school data. Assessments are based on VERNON and SALFORD reading tests and APP materials.	Impact information due: July 2015.
Delivering reading intervention: Rapid Reading	£1200+ £1000+ for a year of interventions, assuming only two children access the intervention for 20 minutes (2 X 20 minute sessions), every week, over an 8-week period.	Continuing activity, following a successful trial in 2014.	Eligible pupils in KS2 identified as experiencing literacy difficulties work through an intervention programme run by an LSA over 8 weeks, 20 minutes per session.	Success will be measured using the Kings Copse Progress Measure (see below).	Interventions run by the LSA are monitored by the SENCO each half-term, by class teachers 6x per year and by the Headteacher 4x per year via 'Pupil Progress' meetings. The Governing Body has oversight over school data. Assessments are based on VERNON and SALFORD reading tests and APP materials.	Impact information due: July 2015.
Providing access to 'Bug Club' (internet-based,	£2000+ Various annual subscriptions from	Continuing activity, following successful trials in 2013 and	All children in KS1 and KS2 (including 19 current and 31	In Autumn 2014, 50 eligible pupils will have access to	Assessment data is collected by teachers at 6	Impact information due: July 2015.

interactive reading and response learning tool for use at home)	£260 - £530 per year, matching books ordered for guided reading. £500+ delegated to providing access to school IT resources after school for any children who can't access software at home.	2014.	'Ever 6' Pupil Premium children) have access to Bug Club across the AY. Children without computers or internet can access software in school via an after-school club.	the reading tool on a regular basis Success will be measured using the Kings Copse Progress Measure (see below).	intervals across the year and unpicked by the Headteacher 4x per year via 'Pupil Progress' meetings. The Governing Body has oversight over school data. Assessments are based on APP tools, VERNON, SALFORD and and SATs where applicable.	
Subsidising additional peripatetic music tuition for vulnerable learners	£2000+ Music lessons charged at £38.50 per hour, with lessons taking place across the year.	Continuing activity, following a successful trial in 2014. Funding increased.	Eligible pupils take part in drumming (and other) lessons, providing an outlet for emotions and an opportunity to develop resilience (by learning a new skill) to steady children should future crises arise.	In Autumn 2014, 11 pupils were accessing lessons, including 4 eligible pupils.	Lessons monitored by the Music SL and Headteacher on a half-termly basis. Parental feedback sought regarding efficacy of lessons (in terms of both emotional resilience and musical aptitude).	Impact information due: July 2015.
Subsidising extra-curricular learning opportunities (including residential visits) for families unable to pay the full cost	£2000+	Continuing activity, following a successful trial in 2014. Funding increased.	The Headteacher has discretion to allocate a very limited fund to any of the current Pupil Premium family in order to support them with the cost of extra-curricular visits; all visits partially subsidised by the school.	Access to provision.	The Governing Body has oversight of the school budget and monitor its dispersal.	Impact information due: July 2015.
Providing additional, specialist support	£12000+ This figure represents the	Continuing activity, following a successful trial in	An additional teacher was appointed to	Success will be measured using the Kings Copse		Impact information due: July 2015.

for learning: Curriculum Support Teacher	percentage of this teacher's salary is allocated from the PP budget due to the number of eligible children accessing the provision.	2014. Funding increased.	provide consistent PPA cover to KS2 each week. In addition, this teacher also provides interventions to selected children to ensure they reach age-related expectations.	Progress Measure (see below).		
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*Kings Copse Progress Measure: Progress across an AY will be at least 6 points (APS/PS) for children in Y2 and 4 points (APS/PS) for children in Y6. The intervention should add two (National Curriculum) sub-levels per term in Y2 (one sub-level in Y6). However, in light of the introduction of the new National Curriculum and the removal of levels for assessment and tracking purposes, for all other year groups progress for PP children will be judged to be good if it is in line or beyond the level achieved by non-PP children, as measured using 'in-house' measures. For details of these measures, please consult the school Assessment Policy (2014).