

TINSLEY MEADOWS PRIMARY SCHOOL

Pupil Premium Expenditure Report: 2014/15

Overview of the school

Number of pupils and pupil premium grant (PPG) received for period 1st April 2014 to 31st March 2015	
Total number of pupils on roll	578
Total number of looked after children	1
Total number of Service families	0
Total number of pupils eligible for PPG	236
Amount of PPG received per pupil	£1300
Total amount of PPG received	£269,701

Narrowing the Gap: Our 3-year Performance trend

KS1:

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)						
	2012 (22 children 1 LAC)	2013 (24 children 0 LAC)	2014 (31 children 0 LAC)	Narrowing the gap (2012/13)	Narrowing the gap (2013/14)	Narrowing the gap (2014/15)
% of pupils achieving Age related Expectations (Level2b+) in reading	55% (non PP = 78%)	79% (non PP = 84%)	80.6% (Non PP = 57%)	-23%	-5%	+23.6%
% of pupils achieving Age related Expectations (Level2b+) in writing	41% (non PP = 72%)	71% (non PP = 84%)	61.3% (Non PP = 71%)	-31%	-13%	-9.7%
% of pupils achieving Age related Expectations (Level2b+) in maths	55% (non PP = 83%)	75% (non PP = 84%)	77.4% (Non PP = 63%)	-28%	-9%	+14.4%

KS2:

	2012		Narrowing the gap %	2013		Narrowing the gap %	2014		Narrowing the gap %
	PP	Non PP		PP	Non PP		PP	Non PP	
Level 4+ reading	89.5	96.9	-7.4%	87	92.9	-5.9%	92	100	-8%
Level 5+ reading	42.1	50	-7.9%	56.5	50	+6.5%	58	54	+4%
Level 4+ writing	57.9	87.5	-29.6%	73.9	82.1	-8.2%	75	92	-17%
Level 5+ writing	10.5	25.0	-10.5%	47.8	32.1	+15.7%	50	33	+17%
Level 4+ maths	84.2	93.8	-9.6%	82.6	85.7	-3.1%	88	92	-4%
Level 5+ maths	31.6	53.1	-21.5%	43.5	42.9	+0.6%	46	46	0%
Level 4 R,W,M combined	57.9	87.5	-29.6%	73.9	78.6	-4.7%	75	88	-13%
Reading 2+ (progress)	88.2	100	-11.8%	95	96	-1%	100	100	0%
Writing 2+ (progress)	88.2	100	-11.8%	95	96	-1%	100	100	0%
Maths 2+ (progress)	88.2	100	-11.8%	100	95.8	+4.2%	100	100	0%

Summary of PPG spending 2014/15

Objectives in spending PPG:

In 2013 and 2014 the school successfully narrowed the gap between premium and non-premium children in KS2. The performance data above indicates significant improvements in many areas of attainment. Most strikingly, a significantly higher percentage of premium children achieved Level 5 compared to non-premium children. In addition, the expected progress and level 4 attainment data showed smaller gaps between the attainment of premium and non-premium children, which was a stark contrast to the year 2012. It is for the 2014 cohort of data that the school won £6,000 as a regional runner up in the National Pupil Premium Awards in 2015.

We used the data from 2013/14 to develop our priorities for 2014/15 which included:

- Investment in initiatives to improve **attendance**.
- The continuation of **before and after school clubs** for all children at risk of falling behind in reading, phonics, maths and literacy.
- Investment in '**Mathletics**' for the whole school with a view to enhancing mathematical attainment.
- The purchase of **laptops** to enable more children to be able to access learning at home.
- Subsidising of **school trips** for premium children to enable them to experience high quality stimuli for writing.
- Continuation of **The Den** at Upper Meadows to improve the social and emotional skills required to access mainstream learning.
- Kagan approaches to **collaborative learning** are introduced to all classes across the school.
- The continuation of the **Pearl, Opal and Crystal** classes to provide language intervention where it is needed
- **Additional adult provision** in class to support up-leveilling of writing standards
- Continue to provide quality feedback to empower children to drive forward their own targets and progress (**assertive mentoring**).
- Holding an Easter school for year 6 pupils to support them in their **SATS preparations**

Priority area (2013/14)	Specific Project Undertaken	Total Cost	Impact
Improve attendance across the whole school, particularly that of vulnerable groups of children.	<ul style="list-style-type: none"> • All children to have attendance passports to enable them to track their own attendance • Additional prizes purchased to reward children for good attendance • Attendance board in place to celebrate whole class attendance • Half termly draw for children who have had 100% attendance (30 children to attend a bowling trip – paid for by the school) • Attendance panels are held with parents of children with persistent absence 	£6524	Achieving 100% attendance will impact positively on end of year attainment and in year progress.
The continuation of before and after school clubs for all children at risk of falling behind.	<ul style="list-style-type: none"> • Rainbow Reading (TA time) • Phonics interventions (TA time) • Maths interventions (TA time) • Handwriting Clubs (FS2, Y1 & Y2) 	£15,723	To provide children with additional support on key subjects

Priority area (2013/14)	Specific Project Undertaken	Total Cost	Impact
	<ul style="list-style-type: none"> • Key word spelling clubs (Y1 and Y2) • Y6 Boosting (TA Time) • Reciprocal Reading books • Additional Y6 TA time (3 hours per week) • Gifted & Talented Sports Club • Self-esteem Sports and wellbeing clubs for targeted children 		
Investment in 'Mathletics' for the whole school	<ul style="list-style-type: none"> • Mathletics software installation which allows children access to competitive maths games both in and out of school • Purchase of additional laptops 	£22,586	Improved maths attainment across the school.
Subsidy of school trips	<ul style="list-style-type: none"> • School funding for trips where payment hasn't been received from parents 	£27,503	All children, regardless of their circumstances have an opportunity to experience high quality stimuli that improves writing outcomes.
Continuation of The Den to improve social and emotional development	<ul style="list-style-type: none"> • Curriculum Specialist salary • TA salary • Assistant Head time 	£38,829	Children are supported in their emotional and social development to enable them to quickly access mainstream curriculum. (0% exclusions)
Implementation of Kagan structures to enable collaborative learning	<ul style="list-style-type: none"> • Kagan training for all staff • Resources 	£4614	Improved attainment in all subjects across school.
Continuation of Opal, Crystal and Pearl classes to provide language intervention for children new to English or with EAL	<ul style="list-style-type: none"> • Teacher salary x 3 • TA salaries x 4 • Makaton training • Resources • Translation 	£118,614	Accelerated language progression results in higher attainment at year end and greater progress in year.
Additional adult provision in class to support up-leveilling of writing standards across KS2	<ul style="list-style-type: none"> • Recruitment of four additional apprentices to provide extra support in class 	£28,600	Higher attainment in writing at KS2

Priority area (2013/14)	Specific Project Undertaken	Total Cost	Impact
Assertive Mentoring (Feedback)	The school has funded translation, teacher backfill, resources and training to allow all pupils to participate in the assertive mentoring process. (costs for x children)	£3603	Assessment for Learning - each child knows their own targets and what they need to do to reach them. They are fully involved in the process.
Easter School (Y6)	Teaching staff costs TA support Breakfast provision Prizes	£4,121	To give Y6 pupils additional support with SATS revision, resulting in higher attainment in KS2.

Total PPG received	£269,701
Total PPG expenditure	£270,714
PPG remaining	-£1,013

Our priorities for 2015/16:

The performance data for 2014/15 will inform our priorities for 2015/16 which are outlined below:

- Improving attainment in Level 4 writing, reading and maths through the use of additional and different booster clubs
- Investment in maths mastery to boost maths attainment across school
- Pupil progress – enhanced provision in all core subjects
- Attendance
- Strategies, resources and training to improve attainment in Maths across school
- Collaborative learning
- Continuation of assertive mentoring across school
- Additional provision to support children with emotional / social needs
- Additional provision to support children who are gifted and talented

