

Dunstable Icknield Lower School

Pupil Premium Grant

Pupil Premium Objectives

PHILOSOPHY

We believe that all children are entitled to achieve their full potential and should be given the opportunity to acquire the knowledge and skills relevant to adult life in a rapidly changing world. They should be encouraged to develop their independence and self respect together with a positive approach to learning.

OBJECTIVES:

- We will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes an impact on their learning and life.
- The Pupil Premium will be used to provide additional educational support to improve their learning and raise achievement
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- We will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

HOW WE WILL ENSURE EFFECTIVE USE OF THE PUPIL PREMIUM:

- The Pupil Premium will be clearly identifiable within the budget.
- The Head teacher in consultation with the governors and staff will decide how the pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the individual school has legitimately identified as being socially disadvantaged.
- We will assess what additional provision should be made for individual pupils.
- We will be accountable for how the additional funding has been used to support the achievement of those pupils covered by the Pupil Premium.
- The Head/Interventions coordinator will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium funding.

PROVISION

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Having a whole school approach (we offer subsidies for school trips)
- Early intervention and support for socially disadvantaged pupils
- Providing small group or 1:1 support with skilled members of staff to focus on overcoming barriers to learning
- Have an effective system for identifying, assessing and monitoring pupils with the expectation that socially disadvantaged pupils will meet their individual targets.
- Access to specialist Educational and Behavioural Difficulties group work led by a skilled Higher Level Teaching Assistant.

REPORTING OUTCOMES

- It will be the responsibility of the Interventions Coordinator to produce a report for the Governing Body that will include:
 - The progress made towards closing the gap, by year group, for disadvantaged pupils.
 - An outline of the provision made during the term since the last report.
- The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

Number of Pupils and pupil premium grant (PPG) received 2014-15

Total Number of Children on roll	351
Total Number of Pupils eligible for the PPG	60
Amount of PPG received per pupil	1300
Total amount of PPG expected	77200

Number of Pupils and pupil premium grant (PPG) received 2014-15

Priority Learning in the curriculum	46000
Focus on enrichment beyond the curriculum	6276
Resources	2530
Focus on families / community	6000
Total amount of PPG received	68430
Deficit 2013-14	7624

Actions	Outcomes
2014 - 2015	
Review the Policy for the Pupil Premium and update the reporting outcomes including a series of appendices to the policy on funding and expenditure.	Policy reviewed annually
Draw up a termly report for Governors of actions and impacts by the Interventions co-ordinator including the use of the Pupil Premium.	Termly Report delivered to Governors by Interventions Co-ordinator in Autumn term 2014, Spring and Summer terms 2015
Prepare a subject leader Impact plan for the School Development plan for the Autumn term to be sent to Head and link Governor	Impact plan drawn up for Autumn term 2014 and reviewed at the end of each term
Monitor and update the progress made by Pupil Premium children in each year group at termly Inclusion meetings and identify with Key stage leaders which children need support and how this is to be given.	Groups identified, initial assessments made, reporting systems put in place and progress tracking records were updated at the assessment points identified.
Monitor the end of year targets set by teachers for 2014 - 2015 Pupil Premium children and their progress Monitor the progress made by children in each year group at termly Inclusion meetings in the Autumn term and calculate the gap between the progress of the Ever 6 Free School Meals children and those who not.	Year's tracking sheets specifically for Pupil Premium children in each year group set up for monitoring. Table showing the gap between the progress of the Ever 6 Free School Meals children and those who are not - in subject areas, included in co-ordinator's termly report
Identify Intervention groups, their subjects and frequency with Key stage leaders. Draw up a timetable of their sessions and monitor the provision.	Groups supported by Key Stage team, monitored by Interventions Co-ordinator and identifiable progress shown on tracking sheets
Consult with intervention group children on teaching and learning including AfL strategies about what they enjoyed most, what they thought helped their learning most, and what they found difficult	Planning and delivery of interventions reviewed in the light of the children's views from pupil interviews and progress made
Regular 30 minute meetings schedule for all teaching assistants to share good practice - at least half termly	Meetings with Teaching Assistants concentrated on giving constructive feedback to children, including the use of praise, reference to the Icknield Learning Muscles and our school Values, and on building resilience and independence.

Ensure the school website carries full information for parents about the use of the Pupil Premium	A statement of funding through the Pupil Premium and expenditure for 2014 - 2015 to be in place on the school website for parents.
Attend C Beds. Professional Study group (PSG) meetings on the Pupil Premium. Keep all colleagues informed about Pupil Premium funding and schools' practice	Through the PSG, shared approaches for the effective use of funding and the ways in which it is being tracked, with other Bedfordshire schools. Feedback given to staff from PSG meetings
Identify children from each key stage and build up Case studies on each highlighting their progress on a termly basis.	Case studies included in Intervention Co-ordinator's termly report to Governors

Progress Data for Pupil Premium Children - June 2015

Reception Progress: Based on Foundation stage points score

	Communication & Language			Literacy			Maths		
	Aut 1	Summer	Progress	Aut 1	Summer	Progress	Aut 1	Summer	Progress
Non-Pupil Premium average	67.1	78.0	10.9	15.9	37.7	21.8	39.8	66.9	27.1
Pupil Premium average	66.5	74.0	7.5	16.7	35.7	19.0	40.8	63.2	22.3
Gap			-3.4			-2.8			-4.8

Year 1: Based on Average % of Year group descriptors achieved

Reading	Spring %	Summer %	Change to gap %
Ever 6	35	82	
Non- Ever 6	58	88	
Gap	-23	-6	-17

Year 1: Based on Average % of Year group descriptors achieved (Cont'd)

Writing	Spring %	Summer %	Change to gap %
Ever 6	22	76	
Non- Ever 6	34	83	
Gap	-12	-7	-5

Maths	Spring %	Summer %	Change to gap %
Ever 6	35	78	
Non- Ever 6	46	83	
Gap	-11	-5	-6

Year 2: Progress using points scores from Levels

Reading	From Autumn 1 to Summer
Ever 6	6.2 excluding part scores for 1 child left and 1 child joined
Non- Ever 6	6.5 excluding part scores for 1 child joined
Gap	- 0.3

Writing	From Autumn 1 to Summer
Ever 6	6.2 excluding part scores for 1 child left and 1 child joined
Non- Ever 6	6.3 excluding part scores for 1 child joined
Gap	- 0.1

Maths	From Autumn 1 to Summer
Ever 6	5.8 excluding part scores for 1 child left and 1 child joined
Non- Ever 6	6.0 excluding part scores for 1 child joined
Gap	- 0.2

Year 3: Based on Average % of Year group descriptors achieved

Reading	Spring %	Summer %	Change to gap %
Ever 6	57	62	
Non- Ever 6	53	66	
Gap	+4	-4	+8

Writing	Spring %	Summer %	Change to gap %
Ever 6	31	46	
Non- Ever 6	37	58	
Gap	-6	-12	+6

Maths	Spring %	Summer %	Change to gap %
Ever 6	28	64	
Non- Ever 6	33	59	
Gap	-5	+5	-10

Year 4: Based on Average % of Year group descriptors achieved

Reading	Spring %	Summer %	Change to gap %
Ever 6	61	76	
Non- Ever 6	68	86	
Gap	-7	-10	+3

Writing	Spring %	Summer %	Change to gap %
Ever 6	56	76	
Non- Ever 6	58	80	
Gap	-2	-4	+2

Maths	Spring %	Summer %	Change to gap %
Ever 6	44	68	
Non- Ever 6	49	73	
Gap	-5	-5	0

Some Pupil Premium children have accessed interventions in addition to Wave 1 quality classroom teaching, which is:

- planning through long and medium term plans to sequences of short term plans that cover a variety of leaning styles and through which activities and tasks are accessible and challenging to all
- marking and feedback using the school policy and in which next steps are clear
- daily lessons and work are evaluated and used to inform or amend subsequent planning so that gaps or misconceptions are addressed immediately and fully
- the use of open questions by both teachers and TAs to assess children's understanding
- no limits are placed on the challenges offered to the children (Chilli challenges mean they can choose their own challenge from those offered for a task).

Pupil Premium children are highlighted in all teachers' planning.

Number of Pupils and pupil premium grant (PPG) received 2015-16	
Total Number of Children on roll	341
Total Number of Pupils eligible for the PPG	49
Amount of PPG received per pupil	1,732.65
Total amount of PPG expected	84,900

Number of Pupils and pupil premium grant (PPG) received 2015-16	
Priority Learning in the curriculum	52,000
Focus on enrichment beyond the curriculum	12,800
Resources (iPads)	2,800
Focus on families / community	10,000
Total amount of PPG received	84,900
Deficit 2014-15	7,624