

Selby Community Primary Pupil Premium Statement

What is Pupil Premium Funding?

- The pupil premium is a new form of funding in addition to main school funding to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools and it is for schools to decide how the funding will be spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The funding is allocated to schools per FSM pupil.

Principles

- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.
- New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium.
- Schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- To close the achievement gap by ensuring that any pupil at risk of underachieving are identified early and support and intervention is provided for those pupils. In particular those that are on FSM or Looked After Children.

Statement

- Selby Community Primary School serves the needs of children and families in the Flaxley Road area. We currently have 260 pupils on roll (3-11 years old). These children are organised into 11 classes
- Selby Community Primary is an exciting, innovate and successful place for children to learn, grow and achieve in preparation for life in the 21st Century. We are committed to providing the highest standard of education for every pupil. It is a place where children really matter and every individual's ability is recognised, nurtured, developed and celebrated. The Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Performance of disadvantaged pupils at end of KS2 compared to National FSM.				
Selby Community Primary Closing the Gap	2014 – 83% FSM cohort 15/18	2013 – 81% FSM cohort 27/33.	2012 – 83% FSM cohort 18/30	2011 – 44% FSM cohort 16/25
% of Pupil Premium Children achieving level 4 in reading, writing and maths	73% (+6%)	81% (+17%)	83% (+15%)	56% (-2%)
% of Pupil Premium Children achieving level 4 in reading	80% (-2%)	96% (+18%)	94% (+18%)	67% (=)
% of Pupil Premium Children achieving level 4 in writing	100 (+24%)	93% (+19%)	94% (+18%)	67% (=)
% of Pupil Premium Children achieving level 4 in maths	93% (+15%)	85% (+8%)	83% (+7%)	56% (-11%)
% of Pupil Premium Children making 2 levels progress in reading	87% (-1%)	88% (+4%)	82% (-5%)	89% (+10%)

% of Pupil Premium Children making 2 levels progress in writing	100% (+10%)	96% (+7%)	82% (-5%)	89% (+10%)
% of Pupil Premium Children making 2 levels progress in maths	93% (+8%)	96% (+12%)	88% (+5%)	67% (-8%)

Narrowing the Gap between FSM and Other Children			
	Reading Gap	Writing Gap	Maths Gap
2014			
2013	+7%	+6%	-4%
2012	-8%	-8%	-1%
2011	-4%	-4%	-16%

Better than Expected Progress between FSM and Other Children			
	Reading Gap	Writing Gap	Maths Gap
2013	+17%	+7%	+4%

Impact of Pupil Premium Grant 2013-14

- Children start in the Early Years Foundation Stage with skills that are below those normally found. Many have not had access to pre-school settings and their communication and language skills and their mathematical skills are often well below those normally found at this age. They make outstanding progress and start Year 1 well prepared for learning, although their low starting points mean that their attainment at this point is broadly in line with what is expected at that age.

- Ever 6 Pupil Premium entitlement as of January 2014 is 57%. The school serves an area of high deprivation and as a result has higher than average levels of pupil mobility, resulting in the constant need to carefully track pupils throughout their time in school and monitor progress from whatever their starting point may be.
- During Years 1 and 2 a larger than average proportion of pupils leave or join the school. The good reputation of the school for working with pupils with disabilities or special educational needs mean that many of those joining often have significant additional needs. The excellent care that they receive ensures that their learning accelerates significantly.
- In 2011-2012 almost a third of the school population changed before the end of Year 2, with many new arrivals having low starting points. As a result, attainment at age seven remained broadly average. This is largely because not enough pupils attain the higher Level 3 or the Level 2 but make good or better progress from joining the school.
- The results of the 2013 assessment of phonics skills for pupils in Year 1 were above average. Pupils learn to read rapidly once they join this school and attainment in reading is above average by the time they leave school. This represents excellent progress from their very low starting points.
- Achievement by the end of Year 6 is outstanding. Pupils leave the school with above average attainment in reading, writing and mathematics with those who have been at the school continuously attaining particularly well.
- Pupils with disabilities and/or special educational needs thrive in this school and make outstanding progress from previously extremely low starting points. As a result of this excellent support the gap between their attainment and that of other pupils is beginning to close.
- English as an additional language make similar progress to all pupils and in many cases this progress is outstanding with children achieving expected outcomes by the end of Year 1 & 2.
- The attainment in reading, writing and mathematics of those pupils entitled to support from pupil premium funding includes many of the pupils referred to above. This gap is closing rapidly.

PP Analysis 2013/14 Looking forward

Reading

Year	Expected-APS (minimum)	PP	Difference Between PP/Expected APS	None PP	Difference Between PP/NPP/APS
1	9	10.9	1.9	10.9	=
2	6	6.43	0.43	6.89	0.46
2 Overtime	15	16.8	1.8	17.0	0.2
3	3	5.22	2.22	4.33	0.89
3 Overtime	18	20.4	2.4	20.1	0.3
4	3	4.86	1.86	3.71	1.15
4 Overtime	21	24.3	3.3	25	0.7
5	3	4.43	1.43	4.09	0.34
5 Overtime	24	27.2	3.2	28.4	1.2

Strengths -

- PP pupils Reading in Year 3,4 5 make outstanding progress
- Very consistent progress in all years leads to outstanding progress over time.
- As the chn progress through school the PP/APS is continually increasing demonstrating that PP funding is helping to close the gap.

Expectations remain very challenging regardless of previous progress. **Even Better Ifs** - All year groups make outstanding progress

Writing

Year	Expected-APS (minimum)	PP	Difference	None PP	Difference
1	9	10.2	1.2	10.7	0.5
2	6	5.86	0.24	6.61	0.75
2 Overtime	15	16.2	1.2	16.8	0.6
3	3	4.83	1.83	4.07	0.76
3 Overtime	18	19.2	1.2	19.1	0.1
4	3	4.07	1.07	3.57	0.5

4 Overtime	21	22.2	1.2	22.9	0.7
5	3	2.9	0.1	3.05	0.15
5 Overtime	24	24.3	0.3	26	1.7

Strengths -

- Gaps between PP and non PP are small demonstrating that interventions have made impact.
- PP Pupils in Year 3 are outperforming non PP pupils in writing.
- Over time, the majority of PP pupils are exceeding National expectations and interventions are in place for those who haven't.

Even Better Ifs -

- All PP pupils make at least expected progress in all year groups.
- Pupils in Year 2 and Year 5 close the gap in writing as they progress through school.

Maths

Year	Expected-APS (minimum)	PP	Difference	None PP	Difference
1	9	10	1.0	10.2	0.2
2	6	6.1	0.1	6.22	0.12

2 Overtime	15	16.9	1.9	16.4	0.5
3	3	3.89	0.89	3.87	0.02
3 Overtime	18	20.1	2.1	20.2	0.1
4	3	3.71	0.71	3.43	0.28
4 Overtime	21	22.9	1.9	23	0.1
5	3	3.95	0.95	4.82	0.87
5 Overtime	24	26	2	27.1	1.1

Strengths -

- Very consistent progress in all years leads to good progress over time

The gap between PP/ Non PP is marginal

Even Better Ifs -

- All year groups have better than expected progress and also age related attainment in every year group.

2014/15 Spending Statement

<u>Number of Pupils and PPG Received</u>	
<u>Total number of pupils on roll</u>	<u>230</u>
<u>Total number of pupils eligible for PPG</u>	<u>134</u>
<u>Looked after Children-1</u>	
<u>Total amount of PPG received</u>	<u>£179,400</u>

All PP children in all year groups make outstanding progress and are on a par with non PP pupils

ACTION PLAN FOR SELBY COMMUNITY PRIMARY SCHOOL 2014-2015

TARGET / AREA FOR IMPROVEMENT: Pupil Premium-Year Groups

- * To improve quality of learning and teaching for Pupil Premium Pupils
- * To implement learning techniques to close the gap of disadvantaged pupils
- * To provide a Self Evaluation format to improve good practice for Pupil Premium.



Year Group	Item/ Project	Cost	Objective	Outcome
Nursery	Every Child a Talker	one day every two weeks	Promote Good Quality Talk	Increased level of communication and understanding- chn to be counting and name writing.
EYFS	Speech Therapist	£8000	Increase level of spoken language	Increased % of children working at good level of development in reading and writing.
	Ipads/ Sound Tins	£1000	Extend Computer resources to raise attainment	Increased % of children working at good level of development in reading and writing.
Year1	Small group intervention	Funding Total	Individualised support at all levels. (Interventions/ More Able) Small group intervention in Maths	85%to be developing (to be reviewed) 30% to be secure
Year2	Boosters 1 day support	Funding Total	Individualised support at all levels. (Interventions/ More Able) Small group intervention in Maths (Intervention Mapping)	Increased attainment in English and Maths * 2B+ in reading to be close to or above 87% (in house tracking) * 2B+ in writing to be close to or above 87% (in house tracking)

	Small groups writing/maths/phonics			See O track See Intervention Map
Year3/4	Small group interventions for Literacy and Numeracy	Funding Total	Individual support for key groups. (Interventions/More Able)	85%to be developing (to be reviewed) 30% to be secure
Year5/6	Level 6 provision Cluster of Schools	Funding Total	Specialist Maths teacher with Cluster of Schools.	Increased attainment at L6
	Easter School	Funding Total	Extending Learning Time	Increased attainment in KS2 English and Maths (see O track)
	Small groups in Writing and Maths	Funding Total	Individual support for key groups. (Interventions/More Able)	Increased attainment in writing and maths <ul style="list-style-type: none"> • Level 4+in maths,writing and reading to be 90%+ • Level 5+in maths and reading to be 50%+

					<ul style="list-style-type: none"> Level 5 in writing to be 35%+ Performance to be in line/close to National Averages.
<p>Funding Total -Teaching- £70,542</p> <p>TAs-£41,574</p>	Appointment of Y5/6 Teacher	Funding Total	Reduce Class sizes. Target support to address misconceptions- address weaknesses		<p>Increased attainment in KS2 English and Maths</p> <p>(see O track) Increased attainment in writing and maths</p> <ul style="list-style-type: none"> Level 4+in maths,writing and reading to be 90%+ Level 5+in maths and reading to be 50% + Level 5 in writing to be 35%+ Performance to be in line/close to National Averages.

ACTION PLAN FOR SELBY COMMUNITY PRIMARY SCHOOL

TARGET / AREA FOR IMPROVEMENT: Pupil Premium-Whole School

- * To improve quality of learning and teaching for Pupil Premium Pupils
- * To implement learning techniques to close the gap of disadvantaged pupils
- * To provide a Self Evaluation format to improve good practice for Pupil Premium.
- * Outdoor Learning within Cluster schools.

Actions to achieve target	Persons responsible	Start date	Objective	Resources and costs	Outcome	Monitoring person and method
<p><u>Outdoor Learning Closing the Gap Innovation project</u></p> <p>Link with forest schools and collaborating schools to develop outdoor learning environments.</p>	<p>Barlby Bridge</p> <p>Selby CP -</p> <p>Barwic Parade</p> <p>Selby Abbey</p> <p>Longman's Hill</p> <p>-</p>	<p>May</p> <p>2014</p>	<p>Impact of Project</p> <p>Data checks, interviews, observations, exclusion data, anti-bullying data</p> <p>In each school there would be an agreed control group who would take part in the assessment but not the project</p>	<p>£9,000 (1 year) for 3 days per week based on costs of £100 per day from the LA in the first annual period.</p>		<p>Headteachers from Cluster Schools</p> <p>Appointed outdoor learning co-ordinator</p>

<p><u>Learning Mentors</u></p> <p>Continue to use Pupil Learning mentors effectively and in other subjects</p>	VH DP DC	ongoing	Opportunity For the chn to take a lead across the school for leading their own learning and the learning of others	£500	Chn take a responsibility for their learning and develop a range of leadership responsibilities throughout the school.	VH AC
<p><u>Childrens University</u></p> <p>Selby Cp Childrens University implemented within school and out of school clubs</p>	AC	Sep14	Extending opportunities for chn to participate in clubs in school and in the wider environment.	£2000	Children achieve accreditation and attend a graduation ceremony.	
<p><u>Achievement</u></p> <p>Devise school system to monitor progression and achievement in Subject areas/ Cross Moderation within schools and Cluster of Selby schools</p>	IC Class Teachers	Sep14	Cluster Moderation Dates	Twilight sessions Moderation as a cluster	Common platform of progression and achievement (Assessment Data)	IC KM
<p><u>I-Pad mini project (see separate plan)</u></p>	VH	Summer 14	Impact on Learning Data	£200		VH

Implementation of Ipad minis across the school			Aut/Spring/Sum			TW
School Trips Continue to subsidise school trips to enhance learning opportunities	IC SR	Sep14	Extending Cross-Curricular opportunities	£7000	Children show more positive attitudes to learning Raise self-esteem	
School Radio Use of installed School Radio to enhance teaching and learning opportunities	IC VH	Sep14				IC VH
Website Future planning of Pupil Premium expenditure/Pupil Premium impact shared on school website	VH	Summer 14			VH	
Homework Clubs Dinner support for Reading and Homework/ Computer/Ipad time	VH	Sep14	Extending Learning time Daily Reading Club to develop reading and foster a love for reading	Funding Total	Children show more positive attitudes to learning. (Observation, Attendance)	

<p><u>Home/School Support</u></p> <p>Home/School support worker appointment</p>	<p>AC BR</p>	<p>Sep14</p>	<p>Support and target families in overcoming barriers to their chns learning (attendance/welfare/support)</p>	<p>£14,552</p>	<p>Children of targeted families to make % of developing and secure progress</p>	<p>IC BR</p>
<p><u>Breakfast and After School Club</u></p> <p>Continue to subsidise our breakfast/After School club</p>	<p>Ic DC KH</p>	<p>ONGOING</p>	<p>Overcoming barriers-improving attendance and punctuality Places offered For Breakfast Club and After School Club</p>	<p>£6000</p>	<p>KH VH</p>	
<p><u>Sounds-Write Phonics</u></p> <p>Implementation of the Sounds-Write programme within school.</p>			<p>Increased phonic knowledge and greater attainment in reading</p>	<p>Costing</p>	<p>100% of chn to pass Phonics testing at Y1</p>	
<p><u>Singing Academy</u></p> <p>Appointment of music tutor for 1 day</p>		<p>Sep14</p>	<p>Increase confidence in learning Increase attendance and punctuality.</p>	<p>£1000</p>	<p>Chn show more positive attitudes to learning</p>	

<p><u>Targeted Parents Meetings</u></p> <p>Termly Parents Meeting is the class</p> <p>Assertive Mentoring System</p> <p>(Link to the New National Curriculum)</p>		<p>Sep14</p> <p>Oct 2014</p>	<p>Engage parents in Learning. Parents to be are of New National Curriculum expectations/how to support their chn</p> <p>Impact on Learning (Tracking)</p>	<p>£6000</p> <p>(Spread over 2 financial years)</p>	<p>Increased attendance of Parents in School</p> <p>Parental satisfaction.</p>	
<p><u>Fruit</u></p> <p>Chn to have the opportunity to have a piece of fresh fruit</p>			<p>Ensure Children have access to a healthy snack- improve concentration.</p>	<p>£2000</p>	<p>Children are ready to learn</p> <p>Improved concentration.</p>	
<p><u>Outdoor Learning Environment</u></p> <p>Outdoor learning environment in the Quad/ Early Years are/ School Field</p>				<p>£27,000</p>		

Impact on Spending-Review

Termly evaluation of spending will look at impact and ways forward. Evaluation will be rigorous and all staff accountable for Closing the Gap

- A designated Governor for Pupil Premium.
- A designated SLMT to have an overview of spending and to liaise with the Leader for Inclusion to ensure that Interventions are mapped.
- Assessments are closely monitored to ensure accuracy. Data will be collected half termly and the impact of interventions monitored. Class teachers/TAs to attend a half termly Pupil Progress meeting (TA Portfolios)
- Case studies to be used through Pupil Passport to look at the impact of Pastoral interventions (attendance and behaviour)
- Interventions will be adapted and changed if they are not working.
- Range of evidence to be collated-Work scrutiny, Learning walks, observations, Pupil/Parental Voice