Pupil Premium Funding 2014/15

Pupil Premium funding was first introduced by the government in 2011/12 in order to target financial disadvantage and support schools in closing the long standing achievement gap between pupils brought up in economically challenging circumstances and their more affluent peers.

The basis for this additional funding, in the main, has therefore been the overall percentage of children in school who are eligible for free school meals. Currently this figure for Cottesbrooke Infant School is 43.3% and the funding received within the school budget was £127,685 for the period September 2014 to June 2015. We have one LAC child (0.37%) and 3 service children (1.1%).

- At Cottesbrooke we have a strong commitment to closing the gap and pay close attention to the needs of eligible children
- There are accurately targeted interventions from well skilled, well trained adults
- Robust tracking is in place
- Governors know how the money is spent, hold leaders to account for expenditure and assess its impact on raising the attainment of eligible pupils
- A senior leader has responsibility for ensuring funding makes a difference

The above funding for 2014/15 is planned to be used as follows:

- To support individual/ small group maths intervention through delivery of the Every Child Counts programme for targeted children
- Provision of a Senior Learning Mentor to support for targeted families and children, especially in relation to attendance
- Staffing provision for a Nurture Group facility to support targeted children
- Additional staffing and resources to support delivery of phonics, reducing the ratio of pupils to adult numbers
- To support individual/ small group intervention through delivery of monitored phonics groups to increase the numbers of children passing the phonics screening check and to close the gap between FSM and NON-FSM children who pass the test in Y1

Learning Mentor / home school support worker

This academic year the Senior Learning mentor put in place a system for in school and/or home visits for parents and carers where she had identified children in the first term who had had 10 absences, spring term after 20 absences and summer term after 30 absences.

Of the 55 children identified, 29 were Pupil Premium children. In the case of these PP children and following the above interventions, the attendance of 15 children improved, 3 children's attendance stayed the same and there was a decrease in attendance for 10 children. Where there was a decrease, 3 children remained above 95% and four other children were closely monitored and had genuine sickness (for example two siblings who were diagnosed with meningitis) and stand up to individual scrutiny. When the above measures did not have the impact we intended, three families were placed under spotlight and two were fined.

Direct and successful action has been taken to improve the attendance of those Pupil Premium children who are at risk of falling attendance.

Attendance (%)

2010/11	2011/12	2012/13	2013/14	2014/15
School=92.63	School= 94.6	School=93.8	School=94.6	School= 95.1
FSM = 90.42	FSM = 93.2	FSM = 92.6	FSM = 93.7	FSM = 94.4
NonFSM = 93.7	NonFSM = 95.5	NonFSM = 93.4	NonFSM = 95.3	NonFSM = 95.5

Phonic Intervention groups

Interventions are data driven based on RAISE 2013-14. RAISE indicated that the number of children passing the Phonics Screening Check was significantly below national average and of these, PP children performed less well.

Interventions were directed at all children who were either Pupil Premium or who were not making expected progress in attainment in phonics assessments. These children were targeted through a pyramid of layered interventions with class teachers, teaching assistants and staff paid directly through the PP funding or having this funding as a proportion of their salary. The PP children fitted into every layer of the pyramid.

The interventions were monitored at regular intervals with staff recording the children's entrance and exit points so that results and progress could be pin pointed accurately for each individual child. The week beginning 15th June 2015 the children sat the phonic screening check. The results show a marked improvement in the children's attainment with PP out-performing the year group as a whole.

OUTCOMES FROM Y1 NATIONAL PHONICS TEST

School 2013 NA=69%	National 2013	School 2014 NA=74%	National 2014	School 2015 NA=77% prov	National 2015 provisional
Cohort = 61% FSM=59% nonFSM=62%	**69%** **FSM/PP=57% nonFSM/PP= 73%**	Cohort = 52% FSM=31% nonFSM=62%	**74%** **FSM/PP=63% nonFSM/PP= 78%**	Cohort = 81% FSM/PP= 84% Non FSM=79%	**77%**

Nurture group

Children are selected for the Nurture Group (known within school as 'The Beehive') following Boxall assessments. The Boxall profile is a sophisticated psychological assessment. As well as being used to identify pupils who would benefit from this provision, it informs the planning of activities whilst pupils are in the Beehive. The assessed progress on the profile informs the transition back to full-time mainstream teaching and learning.

The mix of children in the Beehive at any point is nuanced depending on need. However, at any point more than half of the pupils accessing this provision will be pupil premium children.

Examples of the types of need that are met by the Nurture Group provision are:
- Pupils who struggle to self-moderate their behaviour at an age appropriate level
- Pupils whose excessive shyness stops them from engaging with others when learning
- Pupils who are brand new to the setting with very little or no English. In this case, the stay in the Nurture Group is brief and the provision is focused on a softer transition for these pupils
- Pupils whose early lives have been disrupted to a degree that has impacted on their ability to form secure attachments with others
- Pupils whose social/emotional development is the largest barrier to their learning, for any other reason

The Beehive has an excellent track record of pupils going back into their mainstream classes successfully, having developed new skills to deal with the aspects of learning they were initially finding difficult. In the vast majority of cases, the Boxall profile shows a measureable improvement and there is a successful re-integration into mainstream learning. In about 10% of cases, time in the Beehive clarifies that the main barrier is a learning difficulty, in which case the pupil has been successfully re-integrated into class with additional SEN support. The time spent in the Beehive on a lower adult/pupil ratio has been very useful in teasing apart the learning difficulty. The only cases where a successful outcome has not been reached is where parents have withdrawn consent for this provision and a pupil has left the Beehive against the advice of school staff.

IMPACT OF THE FUNDING

The impact of this funding was reflected in the overall end of key stage assessments for the eligible pupils as follows.

Eligible Children Attainment

End of Reception

Average point score (across all 17 ELGs)	School 2013	School 2014	School 2015	National 2014
Total Point Score	31.7	33.5	33.4 PP=32.1 nonPP= 34.5	33.8 in 2014 34.3 2015 prov
% good level of development (GLD)	44%	57% FSM=54% nonFSM=56%	66% PP=57.5% nonPP=74%	60% [66% 2015 prov] FSM/PP=45 noFSM=64%

Key Stage 1

KS1 Average Point Scores are calculated by averaging the total scores of pupils at the end of Y2 given the following numerical values applied to National Curriculum levels:

Level 3 = 21 points (calculated as 3B)
Level 2A = 17 points
Level 2B = 15 points
Level 2C = 13 points
Level 1A = 11 points
Level 1B = 9 points
Level 1C = 7 points

APS results have fallen for 2015 which is a similar picture for the cohort as a whole. This is partially due to mobility of the cohort. The figures in brackets are the APS discounting the children that were in Year 2 less than 4 months and the figures between the * discounts new starters in Year 2.

Subject Eligible Chn	School 2012	National 2012	School 2013	National 2013	School 2014	National 2014	School 2015	National 2015
Reading	15.6	14.4	16.2	14.8	16.4	15.0	15.2 (15.7) *15.9*	
Writing	14.7	13.2	15.5	13.5	15.3	13.7	14.4 (14.8) *14.9*	
Maths	15.8	14.6	16.0	14.8	16.0	15.0	14.9 (15.3) *15.5*	