

Pupil Premium Report 2015-16

School Context

Disadvantaged: 49%

2015-16 Amount of Pupil Premium received: £270, 600

HOME STUDY

- Education City Licence (including homework licence for all disadvantaged children)- £1710
- Play and Stay sessions for new Nursery intake prior to September
- Mathematics Licence - £2150
- Home Reading Diaries
- Purple Mash - £1200
- Online spelling programme - £400
- School Jotter account - £1350
- Curriculum Visions - £269
- **Total: £7079**

SCHOOL STUDY SUPPORT/CURRICULUM

- 1:1 tutoring for PP children in Year 6 outside of school hours - £2000
- 3rd teacher in all year groups to focus on closing gaps in Maths and English and Specially trained Inclusion Team to deliver focussed interventions in a variety of areas to close gaps – £93,625
- Reading, Maths and Spelling, Punctuation and Grammar tests for Key Stage 2 – £2200
- Disadvantaged children Maths groups in years 5 and 6 – in staffing budget

- Disadvantaged children Writing groups in years 5 and 6 – in staffing budget
 - ELS intervention group led by qualified teacher in year 2 – in staffing budget
 - Write Dance
 - Specially trained TA led Phonics intervention group – in staffing budget
 - Additional teacher led Phonics groups to target closing gaps even further – in staffing budget
 - Financial subsidy for school trips and visits to ensure equality of access to enrichment opportunities - £2975
 - ALS intervention group led by qualified teacher in year 2 – in staffing budget
 - Teacher led Phonics groups for year 3 children still struggling – in staffing budget
- Total:£100,800**

DEVELOPMENT OF TEACHING AND LEARNING

- Assistant Head time leading assessment driven pupil progress meetings to identify gaps and plan for interventions to close gaps – in staffing budget
- New Feedback and Assessment Policy to focus on moving learning forward and identifying gaps -
- New Assessment Tracker system that assists teachers in using assessment information to plan and analyse gaps in learning – closing gaps further – £1785.60
- EYFS Assessment Tracker - £450
- Makaton training - £600
- EYFS Network Meetings
- Involvement in Moderation meetings at LA level and in smaller local groups
- NQT Programme for 2 new teachers - £2800
- Leadership Conference focussing on raising attainment in the Birmingham context - £1785
- Attendance at National Pupil Premium Conference - free
- 5 day training for teachers from The University of the First Age – Developing Leadership in Learning in children - £7000

Total:£18,420

BREAKING BARRIERS

- Lexia Licence - £1500
- Speech and Language Therapist - £19,087
- SALT training for TAs (included in SALT cost)
- Wellcom Screening tool used in EYFS to identify early difficulties in language
- Attendance prizes and awards - £630
- Music Tuition for identified children who are talented but unlikely to participate in music outside of school - £1754
- EAL groups taught by qualified teachers to pre-teach vocabulary to allow full access to the curriculum – in staffing budget
- EAL resources and training for staff - £100
- Maths on the Move after school club for targeted children to encourage learning in maths through movement and sport - £1680
- Nurture groups to develop personal skills
- Family Learning Groups focussing on targeted disadvantaged families, working on basic literacy and mathematical skills
- MOSAIC mentoring for year 5 and 6 girls and their mothers
- Parent Workshops in every year group to foster good home school relations and involve parents in their children's learning
- Listening and Attention Groups
- Cooking groups to foster good social skills and build self confidence - £200
- Regular coffee mornings to engage parents with school and signpost additional services - £100
- Drop in sessions with School Nurse to address medical needs and issues that impact on learning

- My Concern purchased and used to record CP concerns and behaviour leading to early and prompt identification of need for intervention- £400
- SEN coffee mornings - £50

Total:£25,501

IMPACT REPORT

		Percentage of pupils achieving at least expected in																			
		Communication and language				Literacy				Mathematics											
		Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures							
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat						
	Percentage of pupils achieving a good level of development																				
	Cohort																				
All Pupils	60	65	66																		
Gender																					
Male	30	47	59																		
Female	30	83	74																		
Free School Meals																					
FSM	16	38	52																		
Non FSM	44	75	69																		
		Percentage of pupils achieving at least expected in																			
		Physical development		Personal, social and emotional development				Understanding the world				Expressive arts and design									
		Moving and handling		Health and self-care		Self-confidence and self-awareness		Managing feelings and behaviour		Making relationships		People and communities		The world		Technology		Exploring and using media and materials		Being imaginative	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
	Cohort																				
All Pupils	60	77	90	90	91	87	89	90	87	88	89	88	85	88	85	90	92	80	88	80	87
Gender																					
Male	30	63	85	83	88	77	85	87	82	80	85	80	81	80	82	83	91	63	82	63	82
Female	30	90	94	97	94	97	92	93	93	97	93	97	89	97	89	97	93	97	94	97	93
Free School Meals																					
FSM	16	56	83	81	85	63	82	75	79	69	82	69	75	69	75	75	86	63	80	63	79
Non FSM	44	84	91	93	92	95	90	95	89	95	90	95	87	95	87	95	93	86	89	86	89

Key Stage SATS results of disadvantaged children at Nelson Mandela compared to disadvantaged children nationally.

Key Stage 1	Expected	Expected	Greater depth	Greater depth
	School	National	School	National
Reading	68%	62%	40%	13%
Writing	72%	53%	40%	7%
Maths	80%	60%	40%	10%

Key Stage 2	Expected	Expected	Greater depth	Greater depth
	School	National	School	National
Reading	76%	53%	31%	10%
Writing	66%	64%	0%	8%
Maths	86%	57%	14%	9%

2016-17 ALLOCATION AND PLAN

Allocation: 187 children x £1320 = £248,740

Plus carry forward

What has our data shown us are our areas for development in 2016-17?

Key Stage 2 Disadvantaged children had an average scaled score equal to or above the national score for other pupils in Reading and Mathematics. This was not the case in writing and so we plan to offer tuition and smaller groups this year. Data for the current year 6 and 5 is strong and so this will be monitored to ensure it is necessary.

Phonics Screening – additional groups set up to ensure disadvantaged children make as much progress as others – 1:1 tuition to be put in place in Spring Term as necessary. Current data indicates this will be improved this year.

Current data for all year groups has been scrutinised to identify in school gaps and interventions have been planned to close these gaps. These are monitored on a half termly basis.

2016-17 Action Plan

Whole School Actions:

- Continue to set year groups for English and Maths with third teacher to ensure disadvantaged children continue to benefit from smaller, focussed groups
- Continue to fund and resource Inclusion Team interventions
- Continue to allocate funding to Home Study support
- Continue to fund specialist Speech and Language therapy programme, including initial screening and use of trained Inclusion Team TAs to deliver programmes
- Continue to subsidise trips and enrichment activities in line with evidence that involvement in the arts improves attainment and closes the gap
- Continue to provide nurture groups as required

- Further training of Inclusion Team TAs to ensure high quality of interventions
- Teachers to regularly review attainment and progress data with Assessment lead to continue to monitor any developing gaps and then work with DHT to plan interventions
- Whole school CPD on Writing to develop the skills required for greater depth
- OTP programme to be delivered in house to develop teaching

Year Group Actions:

EYFS:

- Continue to fund specialist Speech and Language therapy programme, including initial screening of all new starters and use of trained Inclusion Team TAs to deliver programmes
- Continue high staffing levels in Nursery and Reception to ensure best outcomes
- Allocation of 2 full time members of Inclusion Team to EYFS to deliver specialised interventions to close any gaps

Year 1:

- Continue to provide small, focus groups for Phonics, English and Maths through third teacher in mornings
- Continue to provide interventions in the afternoon from third teacher
- Intervention for disadvantaged boys as they were behind girls in GLD at end of Reception
- Introduction of SPARRKS – phonological awareness assessment tool and programme of intervention
- 1:1 tuition for Phonics in Spring Term

Year 2:

- Large gap between disadvantaged and other in combined ARE
- Third teacher delivering small intervention groups in Phonics, Reading and Maths

- Inclusion Team working with children who did not reach expected standard in Year 1 Phonics (7 of 10 were Pupil Premium)
- Teacher returning from Maternity Leave in January to be based in Y2 to deliver high quality interventions
- Inclusion Team support in pre-teaching, Precision Teaching, SALT and Phonics

Year 3:

- KS1 results show disadvantaged higher than disadvantaged nationally at age related and much higher at greater depth
- Third teacher in English and Maths to ensure good attainment and progress continues, particularly for higher achieving children
- Inclusion Team working with targeted children on Phonics, Reading, Writing and Maths
- Lexia groups

Year 4:

- In school gap between disadvantaged and other is high and a priority
- Third teacher delivering small set lessons in English and Maths
- Inclusion Team support in all areas
- Pre-school Maths intervention group – Mathematics group
- Further teacher returning from Maternity Leave in February to support year group with highly focussed interventions
- Possible deployment of supply teacher for Spring 1 until staff member returns
- Lunch time intervention groups with Inclusion Team
- Accelerated Reader programme
- Lexia groups

Year 5:

- Third teacher to continue to with small, focussed groups to close the gap
- Inclusion Team delivering specific interventions to identified children
- Accelerated Reader programme
- Writing Intervention group to close the small attainment gap

Year 6:

- Third teacher to continue to deliver focused groups in English and Maths
- 1:1 tuition in Spring term for identified disadvantaged children to ensure they achieve full potential
- Teaching support from DHT in Spring term as required to deliver smaller focussed groups and interventions
- Class teachers to participate in LA training around moderation