

Mersey Drive - Pupil Premium School Action Plan 2012/13, 2013/14, 2014/15, 2015/16

What is The Pupil Premium?

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) and children who have been looked after for more than six months (CYPIC).

The level of the premium in 2011/12 was £488 per eligible pupil. This increased to £600 per pupil in 2012/13.

The Government decided that eligibility for the Pupil Premium in 2012/13 would be extended to pupils who have been eligible for FSM at any point in the last six years. As a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

In 2014/15 £1,300 was allocated per pupil for each Ever 6 FSM full time equivalent (FTE) pupil aged 4 and over in Year Groups R to 6 in mainstream schools.

Key Priority: To narrow the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income families.

Key People: Chair of Governors, Headteacher and Senior Management Team

Evaluated by: Governing Body

What do we expect to see: Targeted strategies which result in students, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All students who are currently under-performing because of their disadvantaged background will make improved progress leading to narrowing of any attainment gaps.

Mersey Drive Community Primary – Allocation, Spending and outcomes

For the academic year 2012/2013, we received £51,000 in April 2012.

For the academic year 2013/2014, we received £80,950 in April 2013.

For the academic year 2014/2015, we received £117,000 in April 2014.

For the academic year 2015/2016, we received £110,180 in April 2015.

2012/13 Action Plan

1. **£25,000** allocated to maintain a Higher Level Teaching Assistant to provide specific interventions for individual and groups of children in KS1 and KS2.
2. **£10,000** was used to split a mixed class of Year 5/4 pupils into two classes of 15.
3. **£10,000** was allocated to fund the SENCO being released from class teaching responsibilities so that they could concentrate fully on helping under-performing groups of children.
4. **£1,600** was allocated to provide musical instrument tuition. We offered tuition in Samba.

2013/14 Action Plan

1. **£25,000** allocated to maintain a Higher Level Teaching Assistant to provide specific interventions for individual and groups of children in KS2.
2. **£25,000** allocated to fund a Higher Level Teaching Assistant to provided early intervention support in Early Years Foundation Stage
3. **£ 5,000** spent on extending Project X and Code guided reading resources for KS2
4. **£8,000** allocated to provided curriculum enrichments for all pupils
5. **£1,000** allocated on Kagan Structure (cooperative learning) training for KS2 staff
6. **£5,000** to provide booster sessions for Year Six pupils
7. **£1,600** allocated to provide musical instrument tuition. We offered tuition in Samba.
8. **The remainder of the funding (if there are additions)** will be allocated to support small group intervention.

2014/15 Action Plan

1. **£25,000** allocated to maintain a Higher Level Teaching Assistant to provide specific interventions for individual and groups of children in KS2.
2. **£25,000** allocated to fund a Higher Level Teaching Assistant to provided early intervention support in Early Years Foundation Stage
3. **£25,000 allocated to part fund the appointment of an additional teacher to provided additional support for pupil premium children and for the new Deputy to evaluate the impact of spending.**
4. **£ 2,000** spent on phonic and maths intervention packs resources for KS1/KS2
5. **£8,000** allocated to provided curriculum enrichments for all pupils
6. **£5,000** to provide booster sessions for Year Six pupils
7. **£1,600** allocated to provide musical instrument tuition. We offered tuition in Samba.
8. **£25,000 allocated for the appointment of a full time Learning mentor to lead on attendance, pupil and parent welfare, Boxhall, Friendship and Self esteem groups.**
9. **£0** – deputy to lead TAs on working with teachers to follow pupil progress plans and also supporting TA to complete case studies to evaluate the impact of their work.

2015/16 Action Plan

1. **£12,789** allocated to maintain a part time Higher Level Teaching Assistant to provide specific interventions for individual and groups of children in KS1 and KS2.
2. **£28,447** allocated to fund a Higher Level Teaching Assistant to provided early intervention support in Early Years Foundation Stage
3. **£25,840** allocated for a full time Learning mentor to lead on attendance, pupil and parent welfare, Boxhall, Friendship and Self esteem groups.
4. **£8,000** allocated to provided curriculum enrichments for all pupils plus uniform, attendance issues and clubs and trips
5. **£7,000** to provide booster sessions for Year Six pupils and Year Two pupils
6. **£1,600** allocated to provide musical instrument tuition. We offered tuition in Ukulele.
7. **£3,000** allocated to increase the service from Education Welfare.
8. **£4,000** allocated to reduce costs of breakfast club and after school club so parents can access it
9. **£19,000** allocated to increase TA hours in order complete interventions and small group gap teaching and enable planning and assessment time
10. **£1,000** to develop half termly more able workshops for pupils within the Whitefield cluster

Approaches to ensure all children at Mersey Drive make good progress

1. **Skills led curriculum**, funding within budget to pay a contribution towards all trips so that all children can access enrichment activities to further their curriculum studies.
2. **Feedback on learning**, focus on effective marking which provides responses to children regarding their work which help them to progress- learning dialogue; through new marking policy children clearly understand the strengths of their work and what they need to do to develop their learning further.
3. **Metacognition and self-regulation**, we are developing strategies to help pupils plan, monitor and evaluate their own learning. Pupils evaluate each theme in relation to the seven keys skills within our curriculum. Pupils peer mark their writing. We are developing a reflection zone in school, with student council. Pupils have a key role in planning and designing continuous provision within their classroom
4. **Peer Mediation**, pupils in Year Six are trained as Peer Mediators in the Autumn term and are also prefects for each class. In Year 5 children are trained as **Playground Pals**. As a school we have attained the Nurture Approach award.
5. **Early intervention**, we have an Early Years Foundation Stage where early language and communication is a focus. Guided reading is used throughout the school to develop reading. We use numicon to support number concepts.
6. **One to one tutoring**, over the last three years we have provided intensive 1:1 tuition, for short, regular sessions over a set period of time for children in year six and five.
7. **ICT**, we have invested in ipads for every class as well laptop suites for each phase across school. Visual and audio recording equipment is used to support learning and supplement teaching. We are developing home learning through Espresso, Purple Mash and RM e-book library.
8. **Phonics**, phonic teaching groups take place in Early Years Foundation Stage, Key Stage One and lower Key Stage Two. All children complete assessment each term so that gaps for individuals can be the focus for teaching and/or Individual Education Plans. We have invested in new reading books for home and guided reading which are designed for children to practice and apply their knowledge and skills in phonics.
9. **Parental involvement**, we see parents as the first educator of their child. We strive to support and work with parents to support their children's learning. Through the Whitefield Hub baby massage and toddler groups are provided. In Early Years Foundation Stage 'Stay and Play' sessions focus on phonics and language. In Early Years Foundation Stage and Key Stage one, teachers work with Bury family learning to provide 'Play and Language' workshops. Throughout school parents and governors, regularly attend the outcomes of theme challenges such as the Dinosaur Museum in Year Two, the Mad Hatters tea party in Year One.
10. **Extended schools**, we provided a popular breakfast and after school club and a diverse range of clubs for children in Key Stage One and Two.

Outcomes

The table below was compiled by the Department for Education and it compares the performance of pupils of Mersey Drive Community Primary School who are eligible for FSM (or who are in the care of the Local Authority) with those pupils who do not fall into either category.

Narrowing the Gap 2011/12	Disadvantaged pupils (FSM/CYPIC) ?	Other pupils ?
Percentage of pupils achieving level 4+ English and maths.	92.3%	77.8%
Percentage of pupils making expected progress in English.	92.3%	77.8%
Percentage of pupils making expected progress in mathematics.	100%	100%
Narrowing the Gap 2012/13	Disadvantaged pupils (FSM/CYPIC) ?	Other pupils ?
Percentage of pupils achieving level 4+ Reading, writing and maths.	83.3% <i>difference from national gap is 23.3%</i>	86% National 81%
Percentage of pupils making expected progress in English.	<i>R - 100% (difference from national gap is 17.0%)</i> <i>W – 100%(difference from national gap is 12.0.0%)</i>	R86% W86%
Percentage of pupils making expected progress in mathematics.	<i>M- 100%(difference from national gap is 17.0.0%)</i>	100%
. Narrowing the Gap 2013/14	Disadvantaged pupils (FSM/CYPIC) ?	Other pupils ?
Percentage of pupils achieving level 4+ English, writing and maths.	85.7% <i>(difference from national gap is 25.7%)</i>	95% National 81%
Percentage of pupils making expected progress in English.	<i>R - 100% (difference from national gap is 17.0%)</i> <i>W – 100%(difference from national gap is 12.0.0%)</i>	R100% W95%
Percentage of pupils making expected progress in mathematics.	<i>M- 100%(difference from national gap is 17.0.0%)</i>	95%

School attainment is narrower than national gap

Narrowing the Gap 2014/15- RAISEonline

In 2015 disadvantaged pupils performed better than other pupils overall

Overall L4+	2013				2014				2015			
	R,W,M overall				R,W,M overall				R,W,M overall			
	Cohort	% School	National	Difference	Cohort	School	National	Difference	Cohort	School	National	Difference
Disadvantaged pupils	10	90	81	9	13	92	83	9	19	79	85	-6
Other pupils	7	86	91	5	8	100	83	17	10	70	85	-15
Within school gap		4				-8				9		

	Percentage of pupils making expected progress in Reading.				Percentage of pupils making expected progress in Writing				Percentage of pupils making expected progress in Maths			
	cohort	% school	National	difference	cohort	% school	National	difference	cohort	% school	National	difference
Disadvantaged pupils	19	100	88	12	19	89	92	-3	19	95	86	9
Other pupils	9	89	92	-3	9	67	95	-28	9	78	91	-13
Within school gap		11				22				17		

Narrowing the Gap 2015/16- RAISEonline

<u>END OF KEY STAGE</u>	<u>Subject</u>	<u>ALL PUPILS</u>	<u>PP</u>
<u>KS1</u>	<u>RWM</u>	<u>52%</u>	<u>60%</u>
<u>KS2</u>	<u>RWM</u>	<u>62%</u>	<u>25%</u>

Year 2 Assessment Data

Reading

		All Pupils		PP		Non PP	
		N	%	N	%	N	%
	National		7%		12%		6%
PKF	School	4	16%	1	20%	3	15%
	Diff +/-		9%		8%		9%
	National		19%		25%		16%
WTS	School	3	12%	0	0	3	15%
	Diff +/-		7%		0		1%
	National		74%		62%		78%
EXS+	School	18	72%	4	80%	14	70%
	Diff +/-		2%		18%		8%
	National		24%		3%		27%
GDS	School	6	24%	0	0	6	30%
	Diff +/-		0%		3%		3%

Writing

		All Pupils		PP		Non PP	
		N	%	N	%	N	%
	National		7%		13%		6%
PKF	School	3	12%	1	20%	2	10%
	Diff +/-		5%		7%		4%
	National		27%		34%		24%
WTS	School	5	20%	0	0	5	25%
	Diff +/-		7%		0		1%
	National		65%		53%		70%
EXS+	School	17	68%	4	80%	13	63%
	Diff +/-		3%		27%		7%
	National		13%		7%		16%
GDS	School	3	12%	0	0	3	15%
	Diff +/-		1%		7%		1%

Maths

		All Pupils		PP			Non PP	
		N	%	N	N	%	N	%
	National		6%			12%		4%
PKF	School	3	12%	2	1	20%	2	10%
	Diff +/-		6%			8%		6%
	National		21%			28%		18%
WTS	School	5	20%	1	1	20%	4	20%
	Diff +/-		1%			8%		2%
	National		73%			60%		77%
EXS+	School	17	68%	6	3	60%	14	70%
	Diff +/-		5%			0		7%
	National		18%			10%		20%
GDS	School	4	16%	1	0	0	4	20%
	Diff +/-		2%			10%		0

ar 6 Assessment Data

Reading

		All Pupils		PP			Non PP	
		N	%	N	N	%	N	%
Below WTS	National							
	School	5	17%	3	4	33%	1	6%
	Diff +/-							
WTS	National							
	School	3	10%	2	2	17%	1	6%
	Diff +/-							
EXS+	National		66%			53%		71%
	School	21	72%	9	6	55%	15	83%
	Diff +/-		6%			2%		12%
High Score	National		19%			10%		23%
	School	4	14%	2	1	9%	3	17%
	Diff +/-		5%			1%		6%

Writing

		All Pupils		PP			Non PP	
		N	%	N	N	%	N	%
Below WTS	National							
	School	5	17%	3	4	34%	1	6%
	Diff +/-							
WTS	National							
	School	2	7%	2	1	8%	1	6%
	Diff +/-							
EXS+	National		74%			64%		79%
	School	22	76%	9	7	64%	15	83%
	Diff +/-		2%			0		4%
GDS	National		15%			8%		18%
	School	4	14%	1	1	9%	3	17%
	Diff +/-		1%			1%		1%

Maths

		All Pupils		PP			Non PP	
		N	%	N	N	%	N	%
Below WTS	National							
	School	5	17%	3	4	33%	1	6%
	Diff +/-							
WTS	National							
	School	2	7%	2	1	8%	1	6%
	Diff +/-							
EXS+	National		70%			57%		75%
	School	22	76%	9	7	64%	15	83%
	Diff +/-		4%			13%		8%
GDS	National		17%			9%		20%
	School	2	7%	1	0	0	2	11%
	Diff +/-		10%			9%		8%

Grammar, Punctuation and Spelling

		All Pupils		PP			Non PP	
		N	%	N	N	%	N	%
Below WTS	National							
	School	5	17%	3	4	33%	1	6%
	Diff +/-							
WTS	National							
	School	3	10%	2	2	17%	1	6%
	Diff +/-							
EXS+	National		72%			61%		78%
	School	21	72%	9	6	55%	15	83%
	Diff +/-		0			6%		15%
GDS	National		22%			14%		27%
	School	5	17%	1	1	9%	4	22%
	Diff +/-		5%			5%		5%