

# Pupil Premium Evaluation report 2013-14

## Elland CE School

### Background:

The Pupil Premium has risen to £1.875 billion in 2013-14, with schools attracting £900 per disadvantaged child.

Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in any way they considered would best support the raising of attainment for disadvantaged pupils.

### Aim:

The primary aim is to 'Narrow the Gap' in terms of achievement and opportunity.

### Objectives:

- To ensure that teaching and learning opportunities meet the needs of all pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

### Provision:

Provision has been made through:

- Facilitating pupils' access to a broad and balanced education
- Facilitating pupils' access to the curriculum
- Providing alternative/additional support and intervention
- The use of external provision (under exceptional circumstances)

The range of provision provided by the School included:

- 1-1 support
- Small group work with an experienced teacher focused on overcoming gaps in learning
- Additional teaching and learning opportunities provided through trained TAs/external agencies
- Specialist equipment to help pupils with their studies
- Alternative/additional incentives and rewards
- Tuition of 2 children at Park Lane Learning Trust for Level 6 English and Maths
- The deployment of a specialist SEN teacher to assess 3 children and advise the school on provision within the school

Pupil premium is aimed at accelerating progress moving children to at least age related expectations.

Pupil premium resources have also used to target able children on Free School Meals to achieve level 4+ in English & Maths by the end of Year 6 and 2B in English and Maths by the end of year 2.

### Reporting

Updates have been provided on a regular basis regarding the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils and the activities undertaken which are funded by the pupil premium to the schools' governing body.

### PUPIL PREMIUM 2013-14

<p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>1) To narrow the disadvantage gap by addressing inequalities and raising the attainment of those students entitled to pupil premium.</li> <li>2) To raise the self-esteem and aspirations of students entitled to pupil premium through pastoral support and extra-curricular activities</li> </ol>	<p><b>How:</b></p> <p>Targeted additional support strategies resulting in every student, however financially disadvantaged being able to:</p> <ul style="list-style-type: none"> <li>• Improve their levels of attainment and progress</li> <li>• Close attainment gaps</li> <li>• Have full access to our curriculum</li> <li>• Have full access to pastoral support</li> <li>• Access extra-curricular provision</li> </ul>
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### **Evaluation 2013-14 Pupil Premium**

In 2013-14 pupil premium has been utilised to support the following:

- Curriculum Support - New reward system has been implemented to encourage full participation and high standards of behaviour - half day reward activities include street surfing and rollerblading. This has improved the behaviour in school for the majority of children who are not on a specific behaviour plan. It has reduced the amount of time spent by the Senior Leadership Team on Behaviour issues.
- Intervention Strategies - Additional teacher employed on a 0.6 contract to offer targeted intervention in literacy and numeracy. The 6 children in the Yr 2 Numeracy group taught by the teacher made 4.3 points progress in 2 terms. The children are targeted to make 6 points in 3 terms. The 13 children in the reading group made on average 4.9 points progress over 2 terms (again targeted for 6 points over 3 terms)
- Pastoral Support- continued funding of Learning Mentor offered targeted support to vulnerable pupils and families. The Learning Mentor attended 28 meetings ( Core group/ Child in Need/ CAF/ Team around the Child) from Dec 2013 to Feb 2014. Attendance for FSM children in the Autumn term was 95.2% Whole school 95%. Learning mentor rings in the morning to chase absence and will collect children from home if deemed necessary.
- Extra-curricular activities- pupils to be supported so they can access residential

and other trips. 13/26 were given subsidised places for the residential trip. Parents have said without the help their child would not have been able to take part. Self-esteem is particularly important for children on these trips and the children come away from them with greater confidence. Parents stated on the parents' questionnaire that they valued the clubs the school has put on.

- Small group work in Key Stage 2. - The school has bought in a scheme of work called Assertive Mentoring which has resulted in the children being split into ability groups throughout the Key Stage which in most cases are in small groups. This has resulted in the progress in Numeracy being much improved throughout Key Stage 2 and we are now considering implementing it in Key stage 1.
- Playleaders employed through Calderdale at lunchtimes to offer structured and varied programme of activities. This was introduced to reduce incidences of low level squabbling. It was also designed to encourage children who appeared isolated on the playground. There has been a drop in the number of children falling out and less time has been needed staff on pastoral care and support after the lunchtime break
- Sports Leader from Park Lane High School has been employed to offer varied programme of after school clubs. Children have been targeted to attend clubs by invitation. This has improved their social interaction and the school has entered several competitions against other schools which has improved their self-confidence and social interaction.
- Funded Breakfast Club to continue to offer healthy breakfast options and encourage improved levels of attendance and punctuality.
- Funded 2 places at Park Lane Learning Trust for children who have the potential for Level 6 at a cost of £20 per week for 2 terms. We will know later on in the summer term if they have managed to achieve level 6.
- Specialist SEN teacher employed to assess 3 children and advise staff on programmes of work. All these children have educational plans drawn up and a specialist reading programme has been purchased for one child to help with a specific reading difficulty.