

Little Hulton and Walkden Family of Schools

St Paul's Peel C of E Primary School – Report to Parents/Carers Pupil Premium Policy Statement 2015 - 2016

Introduction

A good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (LAC), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

The Pupil Premium has a number of wider aims:

- Increase social mobility;
- Enable more pupils from disadvantaged backgrounds to get to the top Universities;
- Reduce the attainment gap between the highest and lowest achieving pupils nationally

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC pupil) is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are held accountable for how use the additional funding to support these pupils. Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area (Sutton Trust) shows that it is a complex issue, indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities.

Pupil Premium Amount

The level of the premium in 2015 - 2016 allocated by the Department for education is £220,118 the amount received is dependent on the number of pupils who are eligible and have claimed for free school meals at any time in the last six years (this categorisation changed in 2012).

Monitoring

The impact of expenditure will be an integral part of the monitoring and evaluation of school effectiveness and analysis of pupil progress.

St Paul's Peel C.E. Primary School Pupil Premium allocation will be targeted to:

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| • Pay for a Speech and Language Therapist to work one day a week, over a period of three half terms | £3,360 |
| • Increase the level of Reception T.A. provision | £16,150 |
| • Resources for school/parent 'Share' programme | £357 |
| • Purchase of additional tracking/intervention program | £1,500 |
| • Employ one Learning Mentor and one Children and Family Officer | £43,523 |
| • Enhance Enrichment Activities | £6,783.41 |
| • Enhance I.C.T. Provision | £10,188.59 |
| • Increased staffing;TAs/ interventions/1:1 | £91,721.89 |
| • Music specialists – individual tuition, whole class lessons | £6,294 |
| • Qualified singing teacher – whole classes | £12,082.61 |
| • Qualified French teacher for KS2 pupils | £13,680 |
| • Specialist Sports Coaching | £8,112 |
| • Subsidy for residential/school trips/breakfast club/uniforms | £363.50 |
| • Enhance curriculum provision | £6,072 |
| | Actual Figures |

The impact on St. Paul's Peel C.E. Primary School was:

- Improved speech and language skills of pupils
- Good progress of pupils in all year groups
- Family support has further increased
- Parents knowledge of how to support their child(ren) to increase progress
- Allow pupils to develop skills which they previously may not have had access to
- Pupils to have increased musical skills and knowledge
- KS2 to be able to communicate in a foreign language

Key Stage 2 Free School Meals Pupil Results Compared to the National Results – July 2015

Subject	School Percentage of FSM Level 4 or above	National Percentage of FSM Level 4 or above
Maths, Reading, Writing	78%	70%
Mathematics	89%	80%
Reading	85%	83%
Writing	81%	79%
English Grammar, Punctuation and Spelling	74%	71%

Subject	School Percentage of FSM Level 5 or above	National Percentage of FSM Level 5 or above
Maths, Reading, Writing	15%	13%
Mathematics	52%	28%
Reading	37%	34%
Writing	19%	22%
English Grammar, Punctuation and Spelling	59%	43%

Sutton Trust Toolkit to Improve Learning Summary Overview

Below is a summary from the Sutton Trust study which compares the effectiveness of different kinds of expenditure to improve learning. This tool can be used as a reference to support planned expenditure to narrow the gap most effectively.

Approach	Potential gain	Cost	Overall cost benefit
Effective feedback	+9 months	££	Very high impact for low cost
Meta cognition & self regulation strategies	+8 months	££	High impact for low cost
Peer tutoring/peer assisted learning	+6 months	££	High impact for low cost
Early intervention	+6 months	£££££	High impact for very high cost
One to one tutoring	+5 months	£££££	Moderate impact for very high cost
Homework	+5 months	£	Moderate impact for very low cost
ICT	+4 months	££££	Moderate impact for high cost
Assessment for learning	+3 months	££	Moderate impact for moderate cost
Parental involvement	+3 months	£££	Moderate impact for moderate cost
Sports participation	+3 months	£££	Moderate impact for moderate cost
Summer Schools	+3 months	£££	Moderate impact for moderate cost
Reducing class size	+3 months	£££££	Low impact for very high cost
After school programmes	+2 months	££££	Low impact for moderate cost
Individualised instruction	+2 months	££	Low impact for low cost
Learning styles	+2 months	£	Low impact, low or no cost
Arts participation	+1 month	££	Very low impact for moderate cost
Performance pay	+0 months	£££	Very low/no impact for moderate cost
Teaching assistants	+0 months	££££	Very low/no impact for high cost
Ability grouping ±	± 1 month	£	Very low or negative impact for very low or no cost
Block scheduling and timetabling (sec)	± 1 month	£	Very low or negative impact for very low or no cost
School uniforms	± 1 month	£	Very low or negative impact for very low or no cost

FSM Data 22/10/2015 (Autumn Figures)

Year Group	Number of FSM	Number of LAC
Nursery	12	
Reception	13	
Year One	12	
Year Two	10	
Year Three	13	
Year Four	12	
Year Five	10	
Year Six	8	
Total	90	7

