**Pupil Premium Action Plan:** **2014-2015**

**What is Pupil Premium?**

Pupil Premium is money that is given to us by the government based on the number of children that we have who are entitled to Free School Meals. We receive the equivalent of £1300 for every child who is currently in receipt of Free School Meals, plus some additional funding that is based on the number of children who have had Free School Meals in the past 6 years but are no longer eligible.

**How much Pupil Premium Money do we get?**

In the academic year 2014/2015 our Pupil Premium Funding will be £159,500.000

**What do we use this money for?**

At The Mill we use this pupil premium money to close the attainment gap between FSM children and non FSM children. Some of this money is used to fund intervention programmes focused on raising standards in English and Maths. Senior Leaders ensure that funding is targeted appropriately and that impact is measured. This analysis ensures that only interventions with clear impact are sustained.

Some of this funding is used to support children’s emotional and behavioural needs in order that they can access the curriculum and learn more effectively. The impact of our nurture programme is monitored closely. We also use the money to buy in certain services that offer our children and their families support far more quickly and without the long delays and paper work that can occur when we refer to other agencies.

As a third of the school are children in receipt of pupil premium, a third of the costings comes from the pupil premium fund for curriculum resources, intervention groups, School Development Priorities and training.

This is the breakdown for the academic year 2014-2015

|  |  |
| --- | --- |
| **Moving teaching from RI to good through modelling, peer work and training** | **£12,312** |
| **Moving teaching from RI to good through greater use of AfL and introducing Target Tracker** | **£6,319.25** |
| **Raising achievement and understanding in phonics with the introduction of Read, Write, Inc** | **£27,631.25** |
| **Raising achievement and understanding in reading KS2** | **£6174** |
| **Improve achievement in number** | **£1500** |
| **Continuing to support children’s emotional literacy through counselling a nurture base and a breakfast club** | **£27,925** |
| **Ensuring that 1/3 of SENco time is dedicated to PP** | **£8860** |
| **Pupil premium intervention groups** | **£20,230** |
| **An additional teacher in year 6** | **£38.207** |
| **An additional Teaching assistant in EYFS** | **£10,341** |
|  | **£159,500** |

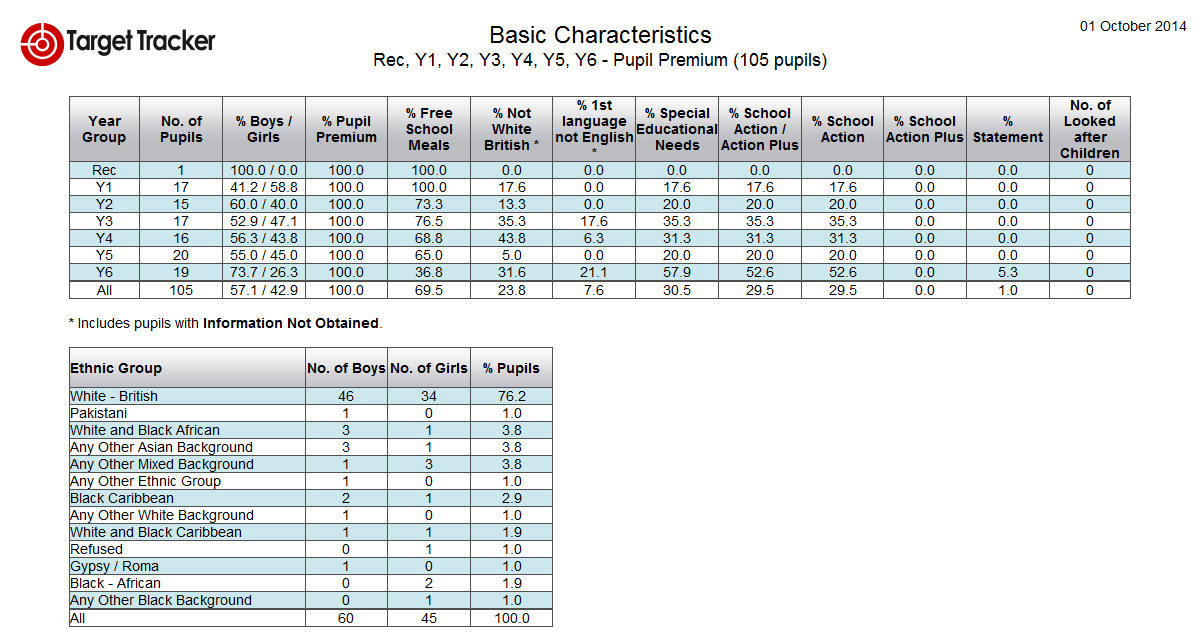
**Funding Overview**

|  |  |
| --- | --- |
| **Financial year** | **Amount of Pupil Premium funding** |
| **2011-12** | **£31,720** |
| **2012-13** | **£66,000** |
| **2013-14** | **£104,050** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2012-13** | | | **2013-14** | | | **2014-2015** | | |
| **Percentage of FSM pupils** |  | | |  | | |  | | |
| Number of FSM pupils eligible for the Pupil Premium | 105 | @£623 | = £65,415 | 113 | @£900 | = £101,700 | 123 | @£1300 | = £159,900.000 |
| Number of looked after pupils eligible for the Pupil Premium | 1 | @£623 | = £623  -£38 | 0 | @£900 | = | 0 | @£1900 | = |
| Number of service children eligible for the Pupil Premium | 0 | @£250 | = | 0 | @£900 | = | 0 | @£1300 | = |
| **Carry over** |  | | | Carry over £2,350 | | |  | | |
| **Total** |  |  | £66,000 |  |  | £104,050 |  |  | £159,900.000 |

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## Comparative data for progress PP and non-PP

## Year 1

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Whole Cohort** | **Lilac** | **Mulberry** |
| **GLD** | 61% | 59% | 59% |
| **Pupil premium** | 41% | 50% | 33% |
| **Non pupil premium** | 60% | 63% | 72% |

#### ****17 pupil premium children in the cohort****

#### ****18% of which were SEN****

## Year 2 2013-2014

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 | **Reading non-PP** | **Reading PP** | **Difference** | **Writing non-PP** | **Writing PP** | **Difference** | **Maths non-PP** | **Maths PP** | **Difference** |
| **Progress** | 5.1 | 4.6 | -1.4 | 4.6 | 4.5 | -0.6 | 4.4 | 4.3 | -1.3 |
| **Attainment** | 10.4 | 9 | -1.4 | 10 | 8.8 | -1.2 | 10.2 | 9 | -1.2 |

#### ****15 pupil premium children in the cohort with 1 being educated off site.****

#### ****20% of which are SEN****

#### ****RWI introduction to hopefully close the gap in reading.****

## Year 3 2013-2014

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 2 | **Reading non-PP** | **Reading PP** | **Difference** | **Writing non-PP** | **Writing PP** | **Difference** | **Maths non-PP** | **Maths PP** | **Difference** |
| **Progress** | 5.4 | 6.1 | 0.7 | 6.3 | 5.2 | -1.1 | 6.6 | 6.1 | -0.5 |
| **Attainment** | 16.1 | 14.2 | -1.9 | 15.5 | 13 | -2.5 | 16.7 | 14.8 | -1.9 |

#### ****17 pupil premium children in the cohort****

#### ****35% of which are SEN****

#### ****18% EAL****

#### ****RWI to be used in year 3.****

#### ****Writing intervention for lower pupil premium attainers.****

## Year 4 2013-2014

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 | **Reading non-PP** | **Reading PP** | **Difference** | **Writing non-PP** | **Writing PP** | **Difference** | **Maths non-PP** | **Maths PP** | **Difference** |
| **Progress** | 2.3 | 2 | -0.3 | 1.9 | 1.4 | -0.5 | 2.9 | 2.3 | -0.6 |
| **Attainment** | 17.5 | 16.4 | -1.1 | 15.8 | 15.4 | -0.4 | 17.4 | 17.3 | -0.1 |

#### ****16 pupil premium children in the cohort/ 31% of which are SEN/ 6% EAL****

#### ****Teacher targeting pupil premium lower achievers in reading, writing and maths.****

#### ****RWI to be used with lower attainers – children to be taught alongside other children from different year groups.****

## Year 5 2013-2014

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | **Reading non-PP** | **Reading PP** | **Difference** | **Writing non-PP** | **Writing PP** | **Difference** | **Maths non-PP** | **Maths PP** | **Difference** |
| **Progress** | 2.9 | 3.1 | 0.2 | 1.7 | 2.1 | 0.4 | 2.8 | 2.8 | 0 |
| **Attainment** | 20.3 | 20.6 | 0.3 | 17.8 | 18.1 | 0.3 | 20.5 | 20.7 | 0.2 |

#### ****20 pupil premium children/ 20% of which are SEN****

#### ****Smaller class sizes due to having 2 teachers for 43 children.****

## Year 6 2013-2014

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 5 | **Reading non-PP** | **Reading PP** | **Difference** | **Writing non-PP** | **Writing PP** | **Difference** | **Maths non-PP** | **Maths PP** | **Difference** |
| **Progress** | 2.7 | 2.4 | -0.3 | 1.9 | 1.5 | -0.4 | 2.8 | 3.5 | 0.7 |
| **Attainment** | 21.7 | 20.7 | -1 | 20.2 | 18.3 | -1.9 | 22.9 | 20.7 | -2.2 |

#### ****19 pupil premium children/ 58% of which are SEN/ 21% EAL****

#### ****This cohort has a very high % of pupil premium and SEN. Of the 45% of children that are pupil premium, 58% are SEN. The pupil premium children did make better progress than their peers in reading and maths, however this did not impact significantly enough on their attainment.****

**Due to the heavy pupil premium weighting in this year group, a second teacher has been employed so that the 44 children can be more easily targeted in classes of only 22 with full time teachers and teaching assistants.**

| Target: | Amount allocated | | Summary: of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes: how will this action improve achievement for pupils eligible for the Pupil Premium? | Monitored: when and by whom? How will success be evidenced? | Actual impact: What did the action or activity actually achieve? Be specific: ‘As a result of this action…’ |
| --- | --- | --- | --- | --- | --- | --- |
| **Overall Targets set for pupil premium children 2014 / 15:**   * **KS2** Pupil Premium children (who are not SEN at school action + or statement) must make 4 APS * **KS1** Pupil Premium children (who are not SEN at school action + or statement) must make 6 APS * **Gaps have narrowed from previous year and are less than 1 APS when compared to Non – PP children** | | | | | | |
| Moving teaching from RI to Good | SLT costings  (£6578.37 = % of phase leaders’ combined wage) | **P**rofessional **D**evelopment **M**eetings with year group teams weekly; **I**ndividual **D**evelopment **M**eetings fortnightly with RI teachers in order to assess pupil progress and to build on good practice:   * Pitch and differentiation * Feedback, marking and targets * Pupil Progress * Short term action plans agreed to address issues; this may include team teaching, modelling or external CPD as necessary. | | **September 2014**  IPD meetings use Target Tracker / analyse pupil progress trends/review provision in order that pupils achieve targets.  **October 2014 Appraisal**  Pupil progress targets set for individual teachers  **Half termly Pupil progress gains in line with 0.5 for KS2 & 1 APS for KS1** | **July 2015 – Appraisal Final Review shows:**  85% of good teaching with work pitched appropriately that addresses next steps resulting in visible progress for pupils.  Targets for quality of teaching & learning (all core standards met to appropriate level)– resulting in successful appraisals driven by progress data as well as teaching seen – 360 view of teaching |  |
| Improving AfL in the school | Cost of assessment leads £5,823.25 (5% of both assessment leads’ wage)  Target tracker 34% of cost PP  Training £226  Data transfer £60  Subscriptions £150  Early years £60 | Assessment points increase to 6 points in the school year  Target Tracker –making good progress used to identify children at risk of underachievement.  Points progress between terms uses to track cohorts/groups and target children –evaluate progress against APS milestones (0.5 half-termly KS2/1 APS KS1)  Moderation at each data point by SLT to verify accuracy of levels  More summative assessment is carried out in order to inform formative assessment: 6 times a year for Yr6, 3 times  Materials are purchased to support summative assessment in maths | | **September 2014**  All teachers know expected pace of progress /APS gain in-year and across key stage- 0.5 APS half-termly KS2/ 1 APS half-termly KS1  Ongoing:  Weekly Professional Development Meetings include focus on  pupil progress  At 6 data submission points in year  Teachers use progress data more effectively to monitor progress and take action to address underperformance. Early identification of children not making expected progress results in timely and effective intervention.  Target tracker used by teachers to analyse progress in APS and towards end of year/KS targets. | SLT at the 6 data drop points.  Senior leaders meet every 2 weeks with phases to review progress and plan support as necessary.  **SLT / CT**  **SLT / CT** |  |
| **Raise children’s achievement and understanding in phonics:** | Resources £7,988  Training £3,000  £ 10,820 staff costs  £5,823.25 (RWI manager 10% of wage) | **Academic year 2014-2015**  Read, Write, Inc introduced to give teachers a better understanding of the sequence of learning in phonics, how to deliver high quality phonic sessions.  Resources purchased  EYFS/KS1 teachers and TAs are trained in delivering the programme.  SLT/teaching staff familiar with materials.  All EYFS/KS1 / KS2 children assessed and grouped appropriately.  Teaching stations established across EYFS and KS1& KS2  Extra TAs needed to deliver the programme EYFS  TA intervention required across KS1/ KS2 for small group delivery | | **Oct 2014** :   * children making measureable progress * reorganisation of groups shows children moving through the programme at appropriate pace. * Children use phonological knowledge in writing.   **Jan 2015:**   * Daily phonics/reading in EYFS and KS1 are well pitched and children make measurable progress. * Target children in Y3 and Y4 join programme * Children off RWI join reading lessons in Y3 Y4   **April 214:**   * Assessments show children moving through programme at good rates   Observations in KS1 and Y3 Y4 show children applying phonological knowledge in their writing | Monitored by SLT  TB RWI manager  CT  Success **July 2015**  % meeting expected standard for phonics at the end of year 1 rises to close the gap with national **The Mill 2015- 68%**  **The Mill 2014- 55%**  **National 2014- 69%** |  |
| **Raise achievement in reading KS2:** | AHT working with KS2 to raise standards £6174 (10% of wage) | Dedicated daily reading lesson established in KS2 (9.15 – 45) in order to secure higher levels of achievement and generate a broad evidence base for assessment.  Changes in planning for reading introduced:   * planning driven by focus on skills/AFs * quality core texts * raise profile of reading in classrooms * SLT support for teams in planning and implementing changes.   Expectations for assessment reviewed to drive standards – all teachers provided with a Reading Assessment File to track and monitor pupils consistently.  Y1/Y5 curriculum reviewed so that coverage in line for 2016 end KS test. | | In-year progress of 3 APS gain is in line with National.  25% pupils in each KS2 class make a sub-level progress so that class averages show a minimum cumulative gain:    October 2014: 0.5 APS gain  December 2014: 1 APS gain  February 2015: 1.5 Aps gain  April 2015: 2 APS gain  May 2015: 2.5 APS gain  July 2015: 3 APS gain  Units of work focus on specific AFs and are pitched appropriately for groups of learners. Children know what AF they are working on (KS2)  Children demonstrate more stamina through regular paired reading and sustained silent reading sessions.  AfL-APP assessment guidelines are used to assess and plan next steps.  New National Curriculum Expectations for end of year are used for planning. | **SLT / CT**  **Ass. leaders**  Success July 2015 end KS1 results:  TA shows L2b+/L3 attainment sustained - in line with national  The Mill 2015 - 80%/27%  The Mill 2014 - 78%/24%  National 2013 - 78%/29%  KS2 test results for L4+ at least in line with % L2+ /L3 end KS1  (1 child L3 end KS1 converts to L5 plus additional 6 2A) The Mill L 4 / 5 2015: 71%/17%  (lower than last year but only 1 child in yr 2 who secured a level 3)  KS2 tests show % making 2 levels of progress in reading sustained and at least in line with national The Mill 2015 - 90%  The Mill 2014 - 84%  National 2013 - 91% |  |
| Raise achievement  in writing through CPD opportunities and focused SLT modelling and coaching | SLT costings  (£12,312 = 7% of phase leaders’ combined wage) | * Cycle of unaided writing moves to every 2 weeks Tasks focus on writing away from the point of teaching in order to assess independent skills. Deep mark informs next steps planning / sets targets * Writing targets revised so that they focus on AF5/6/8 and support planning for progression in sentence structure, punctuation and spelling. Continue to use APP writing to focus on progression through skills and AFs * Marking code reviewed and re- published in order to ensure that these are used to support learning – monitored through scrutiny and phase mtgs   SLT to model and demonstrate and then Peer teaching/ team teach to show how to achieve good results by using the above | | Children’s achievement in writing progresses so that in year APS gain is in line with National.  3 A 6APS/50% 5APS  Unaided writing fortnightly.  Teachers and children use the marking code-with time to complete follow up tasks and address next steps.    Planning clearly maps out sequences of learning based on skills progression at the appropriate level.  Pitch and progression improve.  Moderation meetings demonstrate security of teacher assessments- derived from a broad range of independent writing. | SLT / CT  ongoing  KS1 TA shows sustained attainment at L2b+/L3 –in line with national:  **The Mill 2015 65%/15%**  **The Mill 2014 69%/14% National 2013: 67%/15%**    KS2 TA at L4+: closes the gap in-school and with national :  **The Mill prediction 2 levels writing 2015: 81% ( 8 children 2C KS1 and 3B end Y5 to make +4 APS. 4children 3C end Y5 to make +6 APS)** |  |
| **Maths**  **Improve achievement in number:** | Training costs  £1500 | * Daily Target Maths Sessions introduced throughout school   to improve pupils’ recall of number facts – this is the children’s target session   * Differentiated group numeracy targets * targets displayed using Notebook files; updated daily and used to show progress in targets and as a planning tool * revision of training in Numicon in KS1 to secure basic number facts * Formal assessments in maths to significantly increase: * SATs paper half termly Y6 * QCA or similar (Testbase) for KS2 pupils * 3 weekly review of previous unit | | **KS2 Progress milestones:**  Oct 2014 +0.5 APS  Dec 2014 +1 APS  Feb 2015 +1.5 APS  March 2015 +2 APS  May 2015 +2.5 APS  July 2015 +3 APS  **KS1 Progress milestones:**  Oct 2014 +1 APS  Dec 2014 +2 APS  Feb 2015 +3 APS  March 2015 +4 APS  May 2015 +5 APS  July 2015 +6 APS | SLT / CT / AF  ongoing  At least 50% class make 4 APS progress in-year. To include all Pupil Premium children  % children securing 4c who were 2c KS1 and borderline L4 Spring term Y6 increases so that KS targets for L4+ are met. |  |
| **DH overseeing provision for Pupil Premium children** | £2,900  (5% of wage) | DH will work with SENCo to create a provision map that will enable all pupil premium children to be tracked. Within the provision map all interventions undertaken will be evidenced. The impact of the intervention that each child has received will be analysed and from this the DH and SENCo will | | There will be a provision map that is current.  This will enable pupil premium children to be identified easily, along with the intervention they have had and the impact that this has had. | Monitored by DH and SLT.  Success will be evidenced in the ease by which pupil premium children’s provision can be accessed. |  |
| **DH overseeing nurture group** | DH will continue to monitor and work with the Acorn Base team to ensure that children are developing the skills they need emotionally so that their behaviours impact less on their progress and that of others around them. | | Acorn Base Nurture Group will enable children with emotional difficulties to learn strategies so that their emotions impact less on their learning. This in turn should enable the children in this group to make better progress than historically. | Monitored by the DH.  Success will be evidenced by the children attaining and making better progress than they have historically. |  |
| DH overseeing T.A. training | DH will ensure that the T.A.s receive regular training sessions and updates in order to help move children on.  DH will oversee that SLT carry out the appraisal process for all T.A.s and observe each T.A. to ensure that the provision that they are delivering is of the highest quality. | | To ensure that TA intervention is of the highest quality.  Observations of TAs will identify where training is required. | Monitored by the DH.  Success will be evidenced in the impact that TAs are having when carrying out interventions. |  |
| SENCO release (1day) | £8,860  (1/3 of salary) | Monitors all children across the school and ensures that Pupil Premium children receive intervention in order to support them in moving forward.  Undertakes various intervention groups – phonics and writing in year 2 and year 6. Tracks and monitors the progress of FSM children. Manages and organises teaching assistant timetables in order to provide PP children with correct intervention. Provides training for the TAs in order to ensure that provision is robust. Liaises with outside agencies in order to further support FSM children. | | PP children are identified, tracked, intervened with and their progress monitored. This is then tracked on the provision map. | Monitored termly by SENCo.  Success is evident in the progress made. |  |
| Counselling | £2,925  (1/3 of costs) | Additional school counselling hours have been provided through pupil premium to ensure that the high numbers of vulnerable pupils are supported so that they are emotionally ready to learn. | | Counselling will enable children with emotional difficulties to learn strategies so that their emotions impact less on their learning. This in turn should enable the children in this group to make better progress than historically. | Monitored by the DH/ SENCo  Success will be evidenced by the children attaining and making better progress than they have historically. |  |
| Nurture group Staffing costs | £21,600  75% 0f costs | Nurture Group has been established to ensure that our most vulnerable pupils have the entitlement that they need in order to make progress. These children have all been screened carefully and have been selected because they are unable to access learning because they have missed out on essential developmental skills associated with basic first care from parents. These children all have attachment issues and are struggling within a normal school setting to conform to expectations and make progress.  This strategic use of funding has been allocated to help these pupils directly but also to ensure that they are not a barrier within their classes to good learning for others; therefore contributing to all pupils making progress. | | Acorn Base Nurture Group will enable children with emotional difficulties to learn strategies so that their emotions impact less on their learning. This in turn should enable the children in this group to make better progress than historically. | Monitored by the DH.  Success will be evidenced by the children attaining and making better progress than they have historically. |  |
| Breakfast Club | £500 | This supports Pupil Premium children in starting the day well by having breakfast and a chat before school. | | A better start to the school day will enable children to focus on learning more | Monitored by the DH. |  |
| Additional intervention in year 4 | £8,000 | There is a LA group in year 4 that are also pupil premium. They were identified as children vulnerable to underachievement last year and have been targeted for intervention with an M6 teacher throughout this year. She will be working on reading and writing with this group. | | The intervention will be targeted at small groups in order to ensure that they make good progress. The teacher will plan for each group to enable them to make small incremental steps which will lead to good progress overall. | Monitored termly by Phase leader.  Success is evident in the progress made. |  |
| Narrative Therapy | £6,820  (1/3 of HLTA wage) | An HLTA is skilled at delivering narrative therapy in order to move children on. This was shown to have impact in Yr R – Yr 3 last year and therefore will continue on for groups of children in the coming year. | | The intervention will be targeted at small groups of children and will follow a prescribed programme.  Pupil Premium children will be targeted in each group. | SENco termly using diagnostic testing. |  |
| Yr6 Additional Teacher | £38,207.50 (1/3 of all four teachers’ wages) | An additional Teacher has been employed in year 6 to ensure that pupil premium children are well supported within the lessons.  This will be for the course of a year and will mean that all PP children are taught in smaller classes. | | Due to support within class, PP children who are underperforming should be brought more in line with their peers.  Success will be evidenced in the KS2 results – pupil premium children achieving in line with their peers and achieving their personal progress and attainment targets. | Monitored by Phase leader. |  |
| Extra TA in EYFS | £ 10,341 | An additional TA in EYFS proved invaluable in moving children forward, intervention from the beginning and this is to be continued. There are three TAs and the funding of 1 (1/3) from PP is logical.  There will be a focus on narrowing the gap between PP and non PP closer. | | Pupil premium children will be closer in attainment and progress to their peers. | EYFS leader will monitor and feed this back to the DH at key data capture points. It will be a focus in phase meetings |  |
| Yr3/4/5/6 additional intervention / TA support /Toe by Toe | £5410  (50% of TA wage) | An intensive 1:1 highly structured reading programme combining the multi-sensory approach with the memory bonding technique. | | At least accelerated progress to bring them more in line with their peers. | Monitored termly by SENCo.  Success is evident in the progress made. |  |