

# The use of Pupil Premium 2014-15 including planned spend

<p><b>Overview of the Governments Aims</b></p>	<p>The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces.</p> <p>In 14/15 the funding allocated was £1,900 for FSM pupil, £1,000 for LAC children and £300 for service children.</p> <p>Pupil Premium includes those eligible for FSM at any point in the last six years.</p>
<p><b>Our Aims at Orchards</b></p>	<p>At Orchards we work with families and the school community as a whole to provide opportunities for children to reach their full potential in all areas of their lives now, and have the confidence to follow their passions in the future, whether this is playing an instrument, being an author or gymnast, being part of a scientific research team, or anything else they can dream of.</p> <p>Everything we do here folds around these main aims, taking children out to experience things they would otherwise be unable to do and bringing experts and visitors in to share their world with us. Some of these things cost very little and others are at a considerable expense, but each fits together to provide children with an offer we are proud of.</p>
<p><b>Total amount allocated to the school for the current academic year.</b></p>	<p>Our funding for this year is <b>£221,300</b> funding for pupils who are entitled to a Free School Meal. In addition to this we receive £750 per pupil to support those who speak English as an Additional Language, with a total of <b>£102,701</b></p>
<p><b>How the previous year's allocation was spent</b></p>	<p>We strive to help every child meet their potential, not just in English and Mathematics so we use Pupil Premium to provide a wide variety of additional support and/or activities with Equal Opportunities, being fully Inclusive and Closing the Gap all at the forefront of our thoughts.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Theatre trips to support children's work in English</li> <li>• Support for residential trips to enrich the provision and opportunities for children</li> <li>• Social skills groups to teach children how to work together effectively and develop positive learning behaviours</li> <li>• Supporting family learning so parents feel able to support their children</li> <li>• Breakfast club, nurture group and Sensory Circuits are all designed to set the day off with a positive start</li> <li>• Staff development in order to provide evidence-based interventions and quality first teaching</li> <li>• Being an active members of Wisbech School's Partnership to organise staff development to support achievement plus enrichment activities ie Leading Early Years, Year 6 Careers Convention and KS2 Olympics</li> <li>• Extended Schools provision to support 6 hours of sport a week</li> <li>• Every Child Counts &amp; every Child Counts 2</li> <li>• Every Child a Reader / Every Child a Talker</li> <li>• 1:1 and 1:2 tuition</li> <li>• Flexible small group teaching to meet a specific target</li> <li>• Additional guided reading groups for those who get less support at home</li> <li>• Read Write A-Z intervention groups</li> <li>• Learning support and Learning Mentors through the Wellbeing Team.</li> </ul> <p>We are also committed to being a Community Hub for our parents and carers.</p>

	<p>Activities to support this include:</p> <ul style="list-style-type: none"> <li>• School based Family Support Worker</li> <li>• Wellbeing Team to support children with anything not directly related to academic achievement</li> <li>• Family Learning provision through WEA and CCC.</li> <li>• Drop ins for parents</li> <li>• Time Credits Project</li> <li>• FAST Project</li> <li>• Closely working with the locality team and other community partners</li> <li>• Developing a play space for 6 and under children to use with parents at the end of the school day.</li> </ul>
<p><b>How will the money be spent this academic year</b></p>	<p>We will develop the projects we instigated last year, extending their reach and the number of children who benefit from these. We intend to continue to develop as a Community Hub, to provide projects and events families would like to see as well as supporting working parents with before and after school care.</p> <p>Breakfast gets children off to a good start and though we have two small breakfast clubs it is our aim to provide all children who would like it with a breakfast before the start of the school day.</p> <p>More and more of our parents work on a rotation of shift patterns so we aim in the summer term to be able to have an extended schools provision for children of all ages at the end of the school day. These activities will broaden the children’s experiences and offer a variety of physical activity.</p> <p>These parents need to feel included so we also now communicate through Facebook a lot as parents see these messages on their smart phones and feel included in school life. It has an added function that EAL parents can ask for translation of messages on Facebook. In addition to this we have reviewed our Parents Evening organisation to provide more flexibility and better support for parents who speak little English.</p>
<p><b>The effect of the expenditure on the educational attainment of those pupils who were eligible for pupil premium</b></p>	<p>Looking at the local tables which compare schools and how close the performance of children who qualify of Pupil Premium we compare very favourably with a narrow gap between those who have Pupil Premium and those who do not. This is also taking into account that a large proportion of children who do not receive Pupil Premium are EAL, and as they acquire English they should make accelerated progress. This means that in the case of our school both groups should make accelerated progress and close the gap with all similar schools Nationally.</p> <p>Though Pupil Premium was spent to support all children (as identified below*) across school over the past two years, the impact on the KS2 results of carefully thought through spending led to the best academic results the school has ever had.</p> <p><u>RaiseOnline</u> (A document which measures progress and attainment of children) indicates progress as:</p> <p>Progress from Y2 –Y6 measured using the SATs as indicated in shows that the difference between FSM and Non is as follows:  Maths School -0.9      Reading School +1.4  Maths National -0.4      Reading National -0.3</p> <p>Our gap for KS2 in 2014 was -1.0 between Pupil Premium children and those who do not receive FSM, this compares extremely well to the National difference of -2.4 for Reading / Writing/Maths Teacher Assessment and for SATs tests .</p>

**From the Governor Dashboard for KS2 (Year 6):**

Though there are no graphs for FSM there is a graph for disadvantaged children which does reflect FSM and Pupil Premium most closely, but may include some other children. The data shows the improvements in general we are making and the best ever outcomes in progress across the whole school and for pupils who receive a FSM. This is for pupils who were in Year 6 last year.

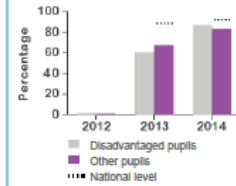
**Orchards Church of England Primary School (URN: 133782, DfE No.: 8733885) - Key Stage 2**

**Closing the gap between disadvantaged and other pupils**

**Reading expected progress**

In 2014, 86% of disadvantaged pupils achieved expected progress, while 83% of other pupils achieved expected progress.

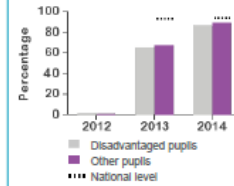
Percentage of pupils who achieved expected progress



**Writing expected progress**

In 2014, 86% of disadvantaged pupils achieved expected progress, while 89% of other pupils achieved expected progress.

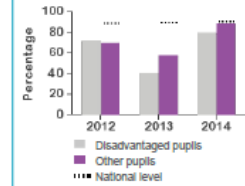
Percentage of pupils who achieved expected progress



**Mathematics expected progress**

In 2014, 79% of disadvantaged pupils achieved expected progress, while 88% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress



**From the Governor Dashboard for KS1 (Year2):**

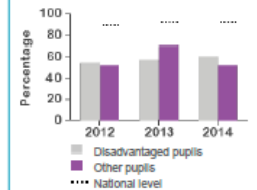
**- Key Stage 1**

**Closing the gap between disadvantaged and other pupils**

**Reading**

In 2014, 60% of disadvantaged pupils attained Level 2 or above, while 52% of other pupils attained Level 2 or above.

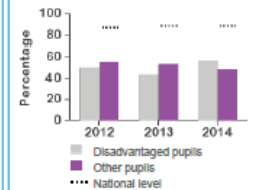
Percentage of pupils who attained Level 2 or above



**Writing**

In 2014, 56% of disadvantaged pupils attained Level 2 or above, while 48% of other pupils attained Level 2 or above.

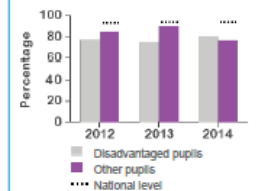
Percentage of pupils who attained Level 2 or above



**Mathematics**

In 2014, 80% of disadvantaged pupils attained Level 2 or above, while 78% of other pupils attained Level 2 or above.

Percentage of pupils who attained Level 2 or above



In our current Reception Class 24% were at National Expectations and by the end of the year we anticipate 47% of children to have reached Goal and be at National expectations showing a significant closing of the gap.

Each Year more children arrive and change the dynamics of the groups, however in all year groups the progress children make is in line with National Expectations or better.

<b>Total Pupil Premium Funding</b>	<b>£221,300</b>
<b>Total EAL Funding</b>	<b>£102,701</b>



**Table 1.1.2: Basic Characteristics by National Curriculum year group (BasicNCYearGroup)**

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
Pre-Compulsory	124	48.4 / 51.6	-	-	-	4.0	0
1	60	53.3 / 46.7	40.0	52.5	48.3	6.7	1
2	56	64.3 / 35.7	42.9	60.7	55.4	23.2	0
3	54	40.7 / 59.3	46.3	46.3	37.0	20.4	0
4	55	54.5 / 45.5	47.3	49.1	41.8	21.8	0
5	54	57.4 / 42.6	40.7	52.8	44.4	24.1	2
6	45	51.1 / 48.9	31.1	57.8	55.6	26.7	0

**Number of pupils eligible for Pupil Premium:**

Year Gp	Total in Year	EAL	FSM Ever 6	LAC	Kinship Placements	Armed Forces	Total Receiving Pupil Premium
Nursery	42	21	11	0		0	11
Reception	75	44	20	1	1	0	21
Year 1	80	40	36	1	1	0	37
Year 2	60	31	22	0	2	0	22
Year 3	49	26	22	0	2	0	22
Year 4	57	23	24	0	2	0	24
Year 5	51	20	23	0	0	0	23
Year 6	58	31	19	0	1	0	19
Totals	472	236	177	2	9	0	179

**For a detailed breakdown please read on to the next page:**

Dates	Activity or intervention	Year Group	Number of pupils FSM EAL	Pupil Premium / EAL Spend	Other funding	Total cost	Evidence of impact on progress/ attainment
Daily – All year round	Wellbeing Nurture group breakfast before the start of the school day	All – children are referred to this group	12	£1200 £ 400	£1000	£2700	Children ready to learn. Children talk through yesterday and prepare for a successful day.
Daily currently for children indicated	Free Breakfast club place for children who have FSM. Other parents can pay 50p a day to access this provision.	Open to all.	10 at any one time but 18 children have accessed this over the year	£4,536 £420	£2,460	£7,500	Children ready to learn. Of the target children some come to school without breakfast and others have an unhealthy breakfast including high energy drinks, so this also sets good routines for life.
September 14	Residential Deposits and supplementing the cost of the transport to the Residential visits.	Access for all Y3-6		£2210 £1175	Parental Contributions	£8360	Staff and Governors recognise the value of enrichment for our pupils. Affording a holiday can be difficult and many of our children haven't had any experience of activities such as canoeing. Being able to engage in the residential means that the children have a wider range of experiences to write about and relate their learning to.
July 15	Natural History Museum Visit– Attendance reward with a learning focus	All	60	£750 £475		£1,300	Attendance at the end of Autumn 12 was 95% - in previous years before incentives started it was as low as 85%.
30mins Weekly from February 15	Instrument Lessons for children in Years 2-6	Years 2-6 275 children	110 131	£4,823 £5,744	£1,493	£12,060	
Average 2 per Term	Theatre into school to support children's work in English.	All	450	£1237 £750		£2250	Pupil Voice & evidence in pupils writing in response to the visits.
Termly	Library Visits – Coach for younger children	All	210	£120 £75		£225	Children talking about reading and enthusiastic about books
Spring 15	Continued development of the school library including purchasing new books and investment in guided reading books and book banded books.	All	450	£2400 £1700		£4500	
Spring 15	Investment in Bug Club and Accelerated Reader	Years R-6 Nursery with parents	490	£1375 £850		£1800 BC £750 AR	Involves pupils in self-assessment and use of ICT for reading motivates children
February Half Term and Easter Break	1:1 Tuition	Year 6	26 in Feb 16 in March	£3200 £2325	£180 to date	£5850	Report to Governors and data analysis, but mainly that the children talk about being more confident.

Sessions Weekly	English support – 0.6 English leader out of class, 0.8 ECAR Teacher, English TA, EAL Leader supporting groups 0.2	All	Any child who requires support over the year to	£47,548 £40,898		£88,446	Throughout their time at school the majority of children require an additional boost to ensure they don't fall behind where we feel they should be academically. Across the year all children will have additional guided reading sessions, phonics sessions or maths sessions. In addition to this we ensure our more able pupils are fully extended through a range of Gifted and Talented activities and days.
Sessions Weekly	Maths team support – ECC2, ECC, First Class @ Number x 2, Success @ Arithmetic	All	close the gap – details available on request	£52,396 £34,931		87,330	
Sessions Daily	EYFS Intervention & 1:1 Tuition via additional TA and teacher hours beyond the standard provision	R	2x grps of 8 for nurture plus many other intervention groups	£17,000 £11,500		30,720	Children working in smaller Nurture groups for part of the day make accelerated progress and close the gap with their peers, but mainly they acquire language and feel more able to join in with class teaching.
Spring Term	Additional Revision Books for Year 6 including Level 3 books	6	All children have revision books	£120 £90		£250	Support for families to extend learning at home and for children to build on learning which has taken place in class so children reach their full potential whilst at Orchards.
Twice per week	Social skills groups to support children who find it difficult to socialise and access learning in group work situations.	Y1-6	Two groups of 6 children	£450 £250		£750	Pupil wellbeing and building socialisation skills so children can access learning sessions based on team / group work.
Across the year	Continued Professional Development for teachers			£8,785 £5,015		£14,700	Ensures teachers are providing quality first teaching as well as intervention training including ECC2
Across the year	Weekly TA training sessions reflecting staff meetings & TAs join in with Staff training days			£11,700 £6,400		£12,000 INSET £7600 training	
Intervention as needed	Pastoral learning support and Learning Mentors through the Wellbeing Team.	YR-6	12 focus plus 7 other children	£43,250 £8,850		£24,100	Children are in the classroom learning rather than in isolation.
Autumn 2	English Week Activities to enhance pupils learning inc workshops( and theatre production above)	All	All	£420 £250		£700	Children engage actively with reading and enhanced writing from exciting starting points
Spring 2	Science Week activities inc workshops and a presentation	All	All	£450 £170		£1000	To raise the profile of science and enhance learning through practical activity.
Summer 1	Maths week activities, competitions, workshop , maths			£560 £200		£800	

	fair and a play (costs for play above)						
Spring 2	Purchase of the license for SumDog programme			£500 £120		£870	Motivate children and improve their mental maths speed and recall of number facts
Across the Year	Additional SEN support including increase in SENCO hours, appointment of SEN Admin support and an SEN TA	All children with an additional need		£18,000 £7,400		£28,000	Supporting children with specific learning needs and having the capacity to complete the paperwork required to secure additional support for our children. Having a specific SEN TA means that we can support children from different classes or even year groups who have a similar need making the support more efficient.
Across the Year	Bilingual Support Team	All children who speak English as an Additional Language		£24,000		£24,000	Helps children settle into school when they arrive with no English. Children are targeted for pre-teaching support so they have the vocabulary required to access the learning in class.
<b>Total spent £377,118 compared to funding of £324,001</b>			<b>Total Pupil Premium and EAL Funding - £223,130 and £153,988</b>				