

Targeting attainment of FSM pupils  
and  
maximising the impact of the  
Pupil Premium  
Autumn Term  
2013- 2014



## What is the picture for Pupil Premium and FSM in our school Autumn 2013

### Context of the school for Free School Meals

Autumn Term 2013 87/ (increase of 11 children in 12 months)

### Percentage Range in classes from

This percentage is higher than national average (19.2%) higher than Leeds (22%) and higher than all but 1 of our 10 statistical neighbour schools.(range of 17-35%)

### The percentage of FSM in each year group (Cp Autumn 1 and Summer 1)

	Number		Percentage	
	Autumn 2012	Summer 1 2013	Autumn 2012	Summer 1 2013
<u>Y6</u>	10/20	10/24	50%	42%
<u>Y5</u>	8/25	7/24	32%	29%
<u>Y4</u>	8/28	6/28	29%	21%
<u>Y3/4</u>	5/26	8/30	19%	27%
<u>Y3</u>	8/22	11/25	36%	44%
<u>Y2</u>	14/50	12/45	28%	27%
			(14%2MS 40%2FL)	(22% 2MS 32% 2FL)
<u>Y1</u>	13/50	16/51	26%	31%
			(19% 1NC 31% 1VN)	(22% 1NC 36% 1VN)
<u>Reception</u>	12/58	16/60	21%	27%
			(14% RMD 28% RLW)	(27% RBD 27% RLW)

Over time (2010-2012) the trend has been downwards (2010-32% 2011- 30% 2012- 26%) but is now on the increase again ( Au 2012 – 28%) summer 1 30%

### The percentage of Pupil Premium in each year group

	Number	Percentage
<u>Y6</u>		58%
<u>Y5</u>		32%
<u>Y4</u>		13%
<u>Y3/4</u>		20%
<u>Y3</u>		9%
<u>Y2 MS</u>		36%
<u>Y2 FL</u>		4%
<u>Y1 NC</u>		29%
<u>Y1 VN</u>		
<u>Reception</u>		

*NOT INCLUDED IN DATA UNTIL NEXT YEAR*

### Resources in school

Support is targeted at classes where there is a large percentage of FSM/PPchildren.

Year 6 /year 5 share 1.5 TAs due to the high level of FSM/PP children in the year groups

There is also an additional UPS teacher in with the Y5 and 6 classes targeting the FSM/PP children (1.5days)

Years 3 and 4 have one full time and one half time TA to share

There is also daily input for the Y3 class from the learning mentor and from an additional TA.

Year 2 (2FL) have full time support in class. Y2(MS) has support every morning

Y1 have the equivalent of 2 full time TAs  
 Rec have the equivalent of 2 full time TAs  
 Nursery has 1.5 TAs

We have additional TAs who work with our most vulnerable children. 1 with children who are EAL/new to school. The second with children who have speech and language needs.

**At the end of FS 2011/2012**

	Pupil numbers			%GLD			3yr summary	
	2010	2011	2012	2010	2011	2012	pupils	GLD
FSM eligible	8	12	11	25	42	55	31	7
Non FSM eligible	31	36	45	52	42	58	112	31
unknown	3	0	0				3	0

**At the end of KS1 2011/2012**

	Number of pupils	% 2+					%2b+			Average total points RWM
		S&L	R	W	M	R	W	M		
FSM eligible	13	62	31	23	62	23	8	54	10.2	
Non FSM eligible	27	67	70	67	85	59	52	74	13.7	

The difference of 2.5 total APS is exactly the same as the difference for the LA (although the APS is lower, 13.0/15.5)

**NB 3 children with individual funding for SEN were also FSM- their assessments were at P levels so affected the FSM totals**

**At the end of KS2 2011/2012**

	Pupils	English	L4+		2 levels of progress		Average total points
			Maths	En+Ma	English	Maths	
FSM eligible	6	83.3	100	83.3	83	100	27.0
Non FSM eligible	24	70.8	62.5	62.5	89	95	26.7

**Summary for KS2**

	Pupil numbers		Average points		3 year summary	
	2011	2012	2011	2012	Pupils	Average points
FSM eligible	5	6	25.8	27	11	26.5
Non FSM eligible	25	24	26	26.7	49	26.4

TOTAL For PP cohort (FSM+LAC)	5 9%	28 50%	28 50%	14 25%	18 32%	22 39%	34 61%	18 32%	25 45%	12 21%	36 64%
56 (IN SCHOOL) percentage for whole school	LAC 2%	WUK 41%	BME 59%	EAL 38%	SEN 20%	BOYS 51%	GIRLS 49%	AUTUMN BORN 30%	SPRING BORN 42%	SUMMER BORN 27%	FSM 30%

### **Looked After Children**

There are currently 5 children who are in the care of the local authority, in school. 3 of them are cared for by family members, 2 are in a long term foster placement.

### **Leadership and Management**

The Deputy Head Teacher is designated to lead on raising attainment for FSM/Pupil Premium throughout school.

The Assistant Head Teacher leads Foundation Stage and the KS2 leader is also part of the senior leadership team. This ensures that impact can be made on whole school decision making.

Time from the DHT's non class based sessions, has been allocated in the development of strategies which will increase the attainment of FSM pupils.

The DHT has a clear vision for improving the attainment of the FSM pupils, and this is built into the SDP.

The data for FSM has been analysed in depth and current provision has been reviewed. All teachers and support staff know the FSM children in their class and how they need to be supported and targeted. Responsibilities of the relevant leaders are clear.

An action plan is being drawn up to target the attainment of FSM children and maximise the impact of the Pupil Premium.

The DHT reports on the progress of FSM children to the full Governing Body, and to the Children's Welfare Subcommittee.

SEAL is embedded across the curriculum and ethos assemblies take place weekly which celebrate one aspect. There is a display showing the impact of this work.

Attendance, punctuality and persistent absence are all tracked for all cohorts of children, including FSM. Appropriate strategies are put in place for all children.

A parents group has been set up targeting our most vulnerable parents.(October 2012) This is in partnership with an outside provider. 21/28 invited parents have children on the FSM list.

The impact of this was that on June 22<sup>nd</sup>, 30 children (10FSM/10 PP) and 3 parents (all FSM families) took part in "Recipe for Life" at the West Yorkshire Playhouse.

In addition, each child in school created an "I am" memory box, some of which are on display in the theatre.

The school works closely with the on-site Children's Centre to support vulnerable families including those with FSM.

We have a number of other links with external agencies including SPACE2 – provider of during and after school activities.

FSM children are given priority in after school sessions.

MAECare – a local charity which provide volunteers in school to hear readers. We have a member of support staff who coordinates these and all staff are aware of their FSM/Pupil Premium children to target for additional support.

We also have strong links with the cluster Parent Support Advisor and the Extended Services Leader, both of whom support our most vulnerable families, many of which are on FSM/PP

### **Assessment**

Assessment systems throughout all phases of school are rigorous. Levels are tracked each term, with maths, reading and spelling ages being identified and monitored through assessments in Au 1 and Su 2.

APP data for all groups of children is analysed and shared with teaching staff, SLT and Key Stage leaders.

Teachers are aware of expectations for pupil progress of all children especially those on FSM.

Teachers are aware of the levels of FSM in their classes and how this compares to national data. During pupil progress meetings the progress of FSM children is discussed as a distinct group.

The Intervention Manager tracks progress of children on interventions and selects children appropriately by scrutinising the available data.

As part of our response to Ofsted priorities, teachers have been trained in the use and importance of feedback, and this is a whole school performance management target.

This term we are using some of the PP funds to purchase an assessment tracker to enable us to further scrutinise the data to support our children

### **Interventions**

Interventions are always targeted at those children who are most vulnerable. This includes "Catch Up numeracy", "Toe By Toe", Lexia, and One to one RWI.

Children who did not achieve ARE at the end of KS1 (ie below 2B) are highlighted and tracked throughout KS2, as are those who are slow moving or stuck. (during pupil progress meetings with staff)

FSM children who do not achieve ARE are also highlighted.

Analysis of multiple vulnerable groups show which children should be highlighted for intervention when appropriate.

The SEN register indicates those children who are FSM and what outside agency involvement

The Governors supported the return to practice for one of our TAs who is now a qualified speech and language therapist. This was due a need being identified within our cohort of children. This half term she is assessing all children who are below ARE in order to find out whether they have visual needs which are compounding their ability to progress

Underachieving children in KS1 and KS2 (aiming for level 3 and level 5) are targeted with additional support both within school and in additional booster classes.

Intervention in EYFS takes place for children who are not making expected progress.

In year 1, children who do not achieve a good level of development at the end of FS are targeted to develop basic skills. Our Learning Mentor also works with children who do not achieve 6+ points on personal, emotional and social development.

Our TA who is a trained Speech and Language therapist, supports teachers in the delivery of language and communication interventions throughout school. She also works with children in Early Years to identify needs as early as possible.

The outcomes of interventions are monitored regularly.

### **Teaching and Support Staff**

All teachers are aware of the importance of raising the achievement of FSM children.

They all understand and support the initiatives.

All staff have been made aware of the barriers FSM children may face, at national, local and school level. They appreciate the importance of developing the strategies for raising attainment in FSM children, and how these will impact on the standards for all children.

They are starting to identify how these strategies are impacting on their professional development as well as the attainment of pupils.

Teachers monitor and evaluate their, and others practice through systems such as Triangulation ,Lesson Study, Work Scrutiny, learning walks and moderation of pupil's work levels.

Teachers respond positively to this shared ownership of professional development.

There is a strong emphasis on teaching and learning strategies and the use of assessment for learning where appropriate. Teachers are developing the use of feedback, knowing how research has highlighted it's success in having the most impact on progress.

Children are encouraged to use peer and self assessment techniques and to respond to feedback.

### **Impact 2012-2013**

- Highest levels of achievement in reading, writing and maths since 2007/8 in KS1
- Increase in number of children achieving level 3 at the end of KS1 in R, W, M
- Achieved a level 6 writer at the end of KS2
- 11/13 (Reading and maths) demographic groups in Y5 achieved ARE (9/13 writing) already
- Majority of Year 1 has been on National curriculum since December
- Average APS increase in reading through school is already 4.5 (RWI)
- Nurture principles put in place for Y3 have been very successful due to decrease in behavioural/social/emotional incidents in class
- Pupil premium group already achieving ARE in Y4 (Reading) Y5 (R,W,M) Y6 (R,W)

