

CROFT COMMUNITY INFANT SCHOOL

Pupil Premium Funding **Evaluation for Academic Year 2014-15** **Proposals for Academic Year 2015-16**

Overview:

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. At Croft Infant School the funding is allocated to any pupil from Foundation Stage to Year 2, who would have been eligible to receive free school meals (FSM) prior to the introduction of universal infant free school meals in September 2014, or who are looked after. In the academic year 2014 – 2015, the pupil premium funding allocated was £1300 per pupil. Since April 2012, the Pupil Premium funding was widened to include those eligible for FSM at any point in the last six years (Ever6)

Total amount allocated to the school for the academic year 2014-2015 was:

£59,800 based on 46 pupils

How was the money used during the academic year 2014-2015?

The funding was used to maintain the additional teaching assistant hours from the previous year to support the children. The funding also enabled the school to continue to employ the Reading Recovery teacher on a 0.6 basis during the Autumn term and 0.8 during the spring and summer terms.

In Reception:

- 1 child received additional enrichment support for phonics and reading within a year 1 phonics group.
- 2 pupils received enrichment reading activities.
- 5 children received additional 1:1 or small group support to secure phonics learning at Phase 2 and enable them to emerge into Phase 3.
- 2 pupils accessed the Every Child a Talker programme
- 4 pupils received additional teaching assistant support for maths, reading and writing in a small group.

In Year 1

- 4 pupils completed the Reading Recovery programme.
- 6 pupils received additional booster reading and phonics support daily with the Reading Recovery Teacher.
- 1 pupil received additional support to develop speech and language skills with a teaching assistant, as provided by speech and language service.

- 6 pupils received additional support both with a teacher and teaching assistant to develop early maths skills.
- All pupils were supported by a teaching assistant in a small group to develop phonic and writing skills.

In Year 2

- 1 child with severe learning needs (who also had a statement of special educational needs for 18 hours per week) was supported by a teaching assistant in all subjects, including PE, in addition to the 18 hours.
- 3 children completed the Reading Recovery programme.
- 7 pupils received additional support with a teaching assistant to develop reading, phonic and writing skills.
- 4 pupils received support with the teacher to develop higher level comprehension and maths skills.

What was the outcome on the educational attainment of those pupils who were eligible for the pupil premium?

For the children who received the pupil premium funding in Foundation Stage:

- In reading, writing and maths, 7 pupils (54%) were assessed to be emerging into the ELG at the end of the year, 4 pupils (31%) were at the expected level and 2 pupils (15%) were exceeding.
- In reading, the 5 pupils judged to be 30-50 months (beginning) all achieved ELG Emerging together with one pupil who started school in January. One other pupil also achieved this level. However on entry she was 30-50 months (secure). This was due in part to emotional difficulties. She continues to receive interventions in Year 1.
- Of the 4 pupils achieving ELG (Expected), 1 child started the year at 30-50 beginning, 1 30-50 developing and 2 30-50 secure.
- Of the 2 pupils achieving ELG (Exceeding) 1 child started school in January, the other was 30-50 secure at the beginning of the year.
- In writing, the 5 pupils who were 30-50 months (beginning) at the beginning of the year achieved ELG (Emerging) on exit, together with one child who started school in January and one who was 30-50 (Secure) at the beginning of the year. This slow rate of progress was due to persistent absenteeism.
- Of the 4 pupils achieving ELG (Expected), on entry, one child was 30-50 beginning, one 30-50 developing, 1 30-50 secure and 1 40-60 beginning.
- Of the two pupils achieving ELG (Exceeding), 1 child started school in January, the other was 40-60 beginning at the beginning of the year.
- In maths, the 5 pupils judged to be 30-50 (beginning) on entry all achieved ELG (Emerging) on exit. Two further children achieved ELG (Emerging), 1 joined the school in January, the other was 40-60 developing on entry. This slow rate of progress may be due to emotional difficulties. This child continues to be supported during Year 1.

- Of the 2 children achieving ELG (Exceeding), one child started school in January, the other was 40-60 developing on entry.
- The overwhelming number of children achieved a good level of development from their starting point.

For the children in Year 1:

- 12 pupils met the end of year expectations in reading for Year 1 under the new assessing without levels criteria.
- 12 pupils met the end of year expectations in writing for Year 1 under the new assessing without levels criteria.
- 12 pupils met the end of year expectations in maths for Year 1 under the new assessing without levels criteria.
- 1 pupil exceeded the end of year expectations in maths for Year 1.
- This year group has a large element of SEN pupils and all made good progress from their starting points. A large majority of these pupils continue to receive extensive support in Year 2.
- 62% of FSM pupils achieved the expected standard in the Phonics Screening check, compared to 66% nationally.

For the children in Year 2:

- 95% of pupils achieved a level 2 or above in reading compared to 93% nationally and 97% of non FSM pupils.
- 91% of pupils achieved a level 2 or above in writing compared to 91% nationally and 97% other pupils.
- 100% of pupils achieved a level 2 or above in maths compared to 95% nationally and 97% of other pupils.
- However, there were fewer pupils achieving a level 3 in all subjects compared to both school and national other pupils.
- With the exception of 1 child, all pupils in Year 2 eligible for FSM passed the Phonics screening retest.

In all year groups, the pupil premium has successfully narrowed the gap.

Pupil Premium Funding for Academic Year 2015-2016

For the academic year 2015-2016 the pupil premium funding per child is £1320. The total allocated funding for Croft Infant School is:

£68,000

For the Autumn term 2015, the pupil premium funding will continue to fund the Reading Recover teacher, when she will be leaving the school to relocate. The school will continue to maintain teaching assistant hours to support interventions and enrichment activities for pupil premium pupils.

During the Spring term, school will appoint an interventions Teaching Assistant who will be responsible for providing additional specific interventions to pupils eligible for pupil premium.

One of the class teachers has completed her Forest Schools training and resources will be purchased to support the delivery of weekly forest school sessions for pupils in all year groups.

One teaching assistant will access training for delivering a nurture group to support pupils.

In addition to this, the following intervention groups are taking place as follows:

Reception:

- Every Child a Talker
- Every Child a Mover
- 1:1 and small group work for reading, phonics, writing, maths and fine motor skills
- Enrichment activities for higher ability children.

Year 1:

- Reading recovery (during the Autumn term)
- Additional support for guided and individual reading
- Additional group support for writing skills
- Phonics booster group

Year 2:

- 1:1 and guided reading support
- Additional phonics and literacy support in a small group
- Speech and language support 1:1
- Small group maths support