

Dowson Primary School

Pupil Premium Allocation

2014-2015

Background Information

At Dowson Primary School we have always taken provision for our less advantaged pupils very seriously and that is reflected in our staffing structure.

We are a larger than average primary school and have a large site with 3 buildings; this means that we have to have additional staff to be available and to work in a variety of situations.

Our Inclusion Coordinator and our Learning Mentor play a very vital role in school and most of their work focusses on our most vulnerable children.

In addition the work our SENCO does in school focuses on our disadvantaged children in many different situations.

Funding Allocation

Our Pupil Premium Funding is;

£124,367

Is it broken down into 4 sections;

1. PP for Former LAC	9,500
2. PP for FSM Ever 6 Eligible Children	110,500
3. PP for LAC Eligible Children	3,167
4. PP for Service Eligible Children	1,200

We have used this funding

- To enable our SENCO to have a reduced class based commitment;
£15,000
- To part fund our Inclusion Co-Ordinator
£12,000
- To part fund our Learning Mentor
£15,000

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- To part fund our Special Support Assistant
£8,000
- To part fund a SENCO in Foundation Stage
£8,000
- To part fund 2 additional TA3' s in Lower School
£16,000
- To part fund 2 additional TA3's in Upper School
£16,000

We also have a fund to support additional activities for our Ever 6 children;

£11,000 (we also have £3,000 in reserve should it be needed for

Additional support)

This fund is administered by our Inclusion Co-Ordinator in consultation with our Senior Leadership Team.

Each child who is entitled to receive FSM will from April 2014 receive

- School visits will be paid for
- Residential visits will be paid for
- After School Clubs (up to 2 a week) will be paid for
- A voucher towards the cost of school uniform
- Additional payments may be made for LAC children

This will be reviewed on an annual basis subject to funding. Parents/Carers of children entitled to these benefits will be informed individually in writing.

Additional Resources

We have appointed 2 additional TA2's one for 20 hours and one for 9hrs as part of the support for a LAC child with additional needs and 2 other children with very specific additional needs.

£11,000

We also fund places in our All Stars Extended School provision to help improve punctuality and attendance.

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We will be paying for crèche places so that parents/carers of PP children can attend Parenting Courses.

We pay for a Beanstalk volunteer reader to work with 3 PP children

We have also purchased additional resources for our RWI programme which is having an impact on the progress of our PP children.

We are purchasing some additional Reading books for less able readers in KS2

Impact of Pupil Premium Funding

Current Internal Tracking Data

Pupil Premium ('disadvantaged') pupils achieved less well than Nationally at Level 4+ in all subjects due to the high coincidence between PP and SEN in the cohort - this is further demonstrated by the Level 5+ measure where school 'disadvantaged' pupils were broadly in line with National for Reading, SPAG and Level 5+ combined measures. If the SEN pupils are removed from the 'disadvantaged' group, there is no difference between school disadvantaged and other pupils and in fact this group outperform others nationally - 100% achieving level 4 and above in all subjects.

School has higher proportions of disadvantaged pupils reaching expected levels of progress in reading and maths than 'others' nationally and is slightly below in writing (equating to one child). In writing and maths a greater proportion of this group made exceeding progress than others nationally and for writing than other in school also.

In reading, the proportion of the disadvantaged group exceeding the expected amount of progress is below national but the children who did not make more than 2 levels were SEN - with them removed, this group outperformed National in exceeding progress measure.

The value added measure for this group exceeds National VA in writing, is the same in reading and slightly below in maths and 'all subjects' although still above 100 for 'all subjects'.

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At KS1 the APS attainment for the FSM group has improved in all three subjects since last year - not a trend. The in school gap that had widened last year has narrowed in all subjects this year.

"Soft "Data

In addition to the "hard" data backed up by results and figures there is the "soft" data that comes from feedback from parents/carers and children.

Parents/carers who are delighted because their children who can attend a Residential trip.

This fund also pays for PP children to go on educational visits, again reducing the anxiety of parents who could not afford to pay for these visits.

Children who are able to attend After School Clubs their parents/carers can't afford.

Children whose punctuality and attendance is improved because of them having a place paid for at Breakfast or After School Club.

Children who look smart, and not "out of place", because they have correct school uniform.

Our Inclusion Coordinator and Learning Mentor have case studies to support all of these examples.

The benefit for the children of this use of PP funding is an increased sense of belonging, helps them to develop their interests in extra-curricular activities and allows them to reap the benefits of Residential Visits.

This support package helps children feel valued and gives them opportunities to develop themselves in areas of their own choosing, creating a sense of empowerment and securing engagement with school.

In addition this funding helps our Inclusion Coordinator, Learning Mentor and other staff address individual barriers to learning for children and their families. This work drastically improves punctuality, attendance and therefore achievement.

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This support package has strengthened the relationship between home and school allowing successful working together and improving future educational outcomes for individual children.

It is also worth noting that any improvements made to a child's self-esteem, behaviour and achievement has a direct impact on every child in the class.

Future Plans for the use of PPF

We have analysed the progress of all PP children and put in targeted support.

We recognise that we have a changing catchment area and that working with parents is even more important than ever.

We are working towards achieving the Leading Parent Partnership Award (LPPA).

We going to revive the Parent and Toddler Group and will be doing some early intervention work with families. This will start on 12th January 2015

We will use the research such as the Sutton Trust Toolkit and the Education Endowment Foundation (EEF) to support us in determining the strategies that will be most effective.

We will produce a Pupil Premium Policy.

We will look at the work of other schools, both locally and nationally to "magpie" best practise to use in our own school.

Currently the Head Teacher with the support of the SENCO, Inclusion Coordinator and Learning Mentor is responsible for the allocation of the PPF.

Now she has returned from Maternity Leave our SENCO will be working with the Head Teacher, to further develop our PP procedures.

We will be appointing a Governor with responsibility for Pupil Premium and Sports Premium.

Mrs J.A. Rathburn November 2014

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