



## Spending the Pupil Premium Funding

2015-16

### Income

For 2015-16, Mount Charles School has received funding for 140 Ever 6 FSM<sup>1</sup> pupils @ £1,320 per pupil (& 1 Looked after Child @£1,900)  
(Pupil Premium children accounted for 32.5% of the school population in 2014/15)

£186,600

### Spending

Whilst the school is able to allocate Pupil Premium funding in a number of ways, following an audit of the needs of our pupils, one of our main focus areas has been on providing one to one and small group intervention in core subjects. Mount Charles School spends more overall on intervention programmes than it receives through Pupil Premium funding.

Through in-school analysis we have identified a trend of pupils experiencing chaotic lifestyles and, along with Local Authority information having identified a trend of excluded pupils being those eligible for Pupil Premium funding, we have responded to this. In order to avoid this becoming an issue in Mount Charles we continue to develop our programme of pastoral and emotional support.

Actions for 2015-16	Cost (2015-16)	Impact of spending from 2014-15
<i>Maths and Literacy Teaching</i>  Through use of school assessment tracking systems, during Year 6 (2014-15) pupils were identified to receive extra support in Mathematics (either through 1:1 tuition or with pupils being taught in a smaller group).	£76,913	<ul style="list-style-type: none"><li>KS1 SATs results (2015) show that although pupils attracting funding from the Pupil Premium started from a lower level of performance than those not eligible for funding (in looking at the Average Points Score for Maths, Reading and Writing, Pupil Premium pupils were 1.7 points behind Non-Pupil Premium pupils at the end of their time in Year 1)</li></ul>

<sup>1</sup> The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM')

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<p>Pupils are also targeted for small group support in Year 6 for Reading and Writing.</p> <p>This year, a key area of the School Development is focussing on the use of rapid response targeted support to address identified gaps in knowledge at the earliest opportunity, leaving pupils equipped to further develop their learning.</p> <p>A small group of pupils from across KS2 (Years 4-6) are working on a targeted programme of support to address the significant gaps in the pupils' knowledge every morning (which is overseen by the SENDCo). As well as providing support to these pupils, it also allows a greater amount of support to be given to the other pupils in the class. A very similar programme is running in one of our Y4 classes, again to give specific and targeted support to a small group of children (predominantly Pupil Premium pupils) who are significantly behind others in their class.</p> <p>The success of BRP teaching (see 'Reading' section below) is being extended into a KS1 Maths support programme.</p> <p>The running of these groups will continue to be funded and closely monitored through use of the Pupil Premium.</p>		<p>During Year 2, Pupil Premium pupils made more progress than non-Pupil Premium pupils, thereby "closing the gap". This is most marked in Reading where significant efforts were placed – see the 'reading' section below for more detail.</p> <table border="1" data-bbox="1093 300 2110 518"> <thead> <tr> <th colspan="4" data-bbox="1093 300 2110 331">Points Progress made by pupils during Year 2</th> </tr> <tr> <th data-bbox="1093 331 1346 371"></th> <th data-bbox="1346 331 1599 371">Maths</th> <th data-bbox="1599 331 1852 371">Reading</th> <th data-bbox="1852 331 2110 371">Writing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1093 371 1346 443">Pupil Premium Pupils</td> <td data-bbox="1346 371 1599 443">5.0</td> <td data-bbox="1599 371 1852 443">5.4</td> <td data-bbox="1852 371 2110 443">5.1</td> </tr> <tr> <td data-bbox="1093 443 1346 518">Non-Pupil Premium Pupils</td> <td data-bbox="1346 443 1599 518">4.8</td> <td data-bbox="1599 443 1852 518">4.6</td> <td data-bbox="1852 443 2110 518">4.9</td> </tr> </tbody> </table> <ul data-bbox="1048 560 2123 1385" style="list-style-type: none"> <li>Analysing KS2 SATs data shows that in Maths, Pupil Premium children made more progress between the end of Key Stage 1 and Year 6 than non-Pupil Premium children, again closing the gap. This is as a result of the specific programmes of support put into place to address gaps in pupils' skills and knowledge in Maths. In Reading and Writing, Pupil Premium children made greater than the expected level of progress from the end of KS1</li> <li>During Year 6 a maths support group was established, consisting of almost entirely Pupil Premium pupils who came from a very low starting point in Year 2 (Level 1 or below) and who, despite support within class during Years 3-5, had failed to make the required progress. Teaching was specifically targeted towards the needs of the pupils and based on finding and correcting gaps in their knowledge, adapting teaching as necessary to match the individual learning styles. These pupils demonstrated a much greater resilience to their learning and felt that they were more confident to move into their secondary school.</li> <li>In-school data shows that pupils in receipt of Pupil Premium funding made expected (or in most cases, greater than expected) progress in Reading, Writing and Maths across Years 4-6. Y3 Pupil Premium children made good progress in reading (4.2 points during Year 3) and a programme of support is now in place in Year 4 to support Pupil Premium children further in their learning.</li> </ul>	Points Progress made by pupils during Year 2					Maths	Reading	Writing	Pupil Premium Pupils	5.0	5.4	5.1	Non-Pupil Premium Pupils	4.8	4.6	4.9
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Actions for 2015-16	Cost (2015-16)	Impact of spending from 2014-15
<p><i>Reading</i></p> <p>A programme of reading support, Better Reading Partnership has been developed from the principles behind Reading Recovery Partnership. This is a programme with a well proven-success rate within the school.</p> <p>Additional purchase of books to support the running of this scheme.</p>	<p>£19,941</p>	<ul style="list-style-type: none"> <li>• Analysis of the progress made by pupils in the Better Reading Partnership shows that on average over a 10 week programme of teaching, pupils successfully work through an average of more than 8.5 book levels (making the progress that would normally be expected in just under one whole year's worth of teaching).</li> <li>• As well as improving the reading skills of pupils, teachers report an increase in self-esteem of pupils on the programme and a greater engagement with their learning.</li> <li>• Having identified a trend for pupils receiving support from this programme to make less progress after the programme has finished, the school now continues to run a 'follow up to BRP' programme with identified vulnerable pupils through KS2 to continue the good progress already made.</li> <li>• Our Project X initiative in reading was seen to impact very positively on pupil progress in reading skills. The success of this project has been shared with our local schools.</li> </ul>
<p><i>Pastoral Support</i></p> <p>A range of issues, such as low self esteem and behaviour management are addressed through ongoing behaviour support. This is delivered through counselling, supporting children with low self-esteem, supporting children who find it difficult to behave well and learn in class and supporting children in making good relationships. Pupils are identified who will benefit from these support packages and Pupil Premium funding goes towards the employment of our Learning Mentor.</p>	<p>£17,354</p>	<ul style="list-style-type: none"> <li>• Before embarking on a programme of support with our Learning Mentor, pupils complete a self-assessment of their own perception of the issues they will be focusing on. At the end of the programme, a similar questionnaire is completed. In all cases pupils show a positive increase in their views.</li> <li>• These findings are borne out by feedback from teachers on an improved attitude in class and from a reduction of disruptive incidents at break times.</li> <li>• In addition to formal programmes, the Learning Mentor plays a pro-active role in addressing problems with pupils and their parents before they become bigger issues.</li> </ul>

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<p data-bbox="125 156 725 185"><i>Auditing Provision and identify barriers to learning</i></p> <p data-bbox="125 229 786 507">Regular termly progress meetings are held between class teachers and members of the Leadership Team to assess the effectiveness of programmes of support and to set challenging targets for progress. In addition, a series of pupil conferences are held to get the pupils' voice on the effectiveness of support available to them, identify challenges and barriers to learning and to develop future spending priorities.</p> <p data-bbox="125 552 781 724">Teachers will continue to be challenged to provide information at an individual pupil level of each and every pupil eligible for Pupil Premium funding (Action and Impact Sheets) – what has been put into place and what the impact of this has been.</p>	<p data-bbox="882 156 965 185">£8,100</p>	<ul data-bbox="1048 156 2112 437" style="list-style-type: none"> <li data-bbox="1048 156 2112 220">• Through close monitoring and setting challenging targets, the progress recorded elsewhere in this document has been achieved.</li> <li data-bbox="1048 264 2112 437">• Analysis of the “Action and Impact Sheets” for the detail at individual level of Pupil Premium children across all classes in the school show a great deal of support, taking very many forms that have been put into place. As well as making academic progress, the majority of these records show an increase in pupils' confidence, self-esteem and a readiness to work.</li> </ul>
<p data-bbox="125 807 501 836"><i>KS1 Teaching Assistant Support</i></p> <p data-bbox="125 880 781 979">Following a successful pilot to put into place additional early school support in Key Stage 1, this will continue this year.</p>	<p data-bbox="882 807 965 836">£22,237</p>	<ul data-bbox="1048 807 2112 1270" style="list-style-type: none"> <li data-bbox="1048 807 2112 948">• Following an audit of progress and attainment, KS1 was identified as an area in which additional support should be allocated to provide all-day support to the pupils. The school's new Assistant Headteacher put into place a number of initiatives and monitoring programmes to facilitate the success of this initiative.</li> <li data-bbox="1048 992 2112 1126">• The impact of this programme can be seen in the increase in KS1 SATs scores and progress across Key Stage 1. For example, on entry to EYFS 86% of children were emerging in writing. By the end of Year 1, 94% were at or exceeding expectations. This demonstrates outstanding progress.</li> <li data-bbox="1048 1171 2112 1270">• 80% of <b>Pupil Premium children</b> passed the Phonics Test in Year 1, which is broadly in line with the national percentage for all pupils. Those not passing are now continuing to receive intensive support in Year 2.</li> </ul>

Actions for 2015-16	Cost (2015-16)	Impact of spending from 2014-15
<p data-bbox="125 156 573 185"><i>Continuing Professional Development</i></p> <p data-bbox="125 229 792 328">Training sessions and materials will continue to support pupils in building resilience and becoming brave with their learning.</p> <p data-bbox="125 373 797 472">SENDCo to continue to develop a programme of CPD for Teaching Assistants in which the expectations for <b>all pupils</b> will be raised.</p> <p data-bbox="125 517 792 580">We will continue in our development of programmes of support to ensure these are evidence based.</p>	<p data-bbox="882 156 965 185">£3,595</p>	<ul data-bbox="1048 156 2092 836" style="list-style-type: none"> <li data-bbox="1048 156 2092 373">• The School Development Plan (2013-14) focused on the key findings of the Sutton Trust report leading to successful elements of teaching. The 2014-15 School Development Plan gave an opportunity to embed this across the school. Lesson monitoring showed an increase in the amount of independent learning taking place across the school with good practice being observed in the areas of effective feedback, questioning and metacognition.</li> <li data-bbox="1048 411 2092 660">• We identified that disadvantaged pupils were more likely to give up easily and were less resilient. In recognition of this, two members of staff attended specific training on developing pupils' resilience and cascaded this to the rest of the school, in which materials were shared as well as strategies to adopt in class. Following this, in pupil conferences, pupils were demonstrating opportunities where they had to show resilience in their learning. This is continuing this year with additional support for those pupils identified with low resilience levels.</li> <li data-bbox="1048 699 2092 836">• The SENDCo led a programme of support for the Teaching Assistants on effective questioning and encouraging independent work. From learning walks and lesson observations, there was an improvement in the quality of support being given to pupils across the school.</li> </ul>
<p data-bbox="125 849 389 877"><i>Speech and Language</i></p> <p data-bbox="125 922 792 1126">Upon analysis of Foundation Stage data and the impact of early intervention, we trialled a programme of regular in-school speech and language sessions with the Health Service and subsequently appointed a Teaching Assistant with expertise in this field to support pupils in this area.</p> <p data-bbox="125 1171 792 1342">Our September 2015 intake of Reception children contain a high percentage of pupils with Speech and Language difficulties. Additional staff will be employed to deliver programmes of support (financed from the contingency fund)</p>	<p data-bbox="882 849 965 877">£11,572</p>	<ul data-bbox="1048 849 2092 1283" style="list-style-type: none"> <li data-bbox="1048 849 2092 1059">• Children are screened during their first term in Foundation Stage - if there are concerns then they are referred for a formal SALT assessment or if there are some concerns but they don't fully meet the criteria for SALT then the pupils either have 1:1 sessions or work as a cluster group if children are presenting with similar concerns. As a result speech and language issues are picked up earlier and appropriate interventions delivered.</li> <li data-bbox="1048 1098 2092 1171">• There have been increased opportunities to work with parents allowing targets to be worked on at home.</li> <li data-bbox="1048 1209 2092 1283">• Records are kept to show how children are working towards their speech and language targets, informing future sessions and discussions with the SENDCo.</li> </ul>

Actions for 2015-16	Cost (2015-16)	Impact of spending from 2014-15
<p><i>Mental Health and Wellbeing</i></p> <p>The SENDCo is undertaking National training with an emphasis on Mental Health with the aim to develop expertise and support within the school. We are exploring the option to join the Thrive programme.</p>	<p>From contingency fund</p>	<ul style="list-style-type: none"> <li>The impact of this spending will be analysed as the year progresses.</li> </ul>
<p><i>Nurture Groups</i></p> <p>Based on a recognised need in the school, following an audit of provision, we run a number of nurture groups to address the difficulties pupils have with social and emotional problems. These include buying in the services of a trained counsellor, running a cooking group to reinforce social skills and delivering a range of social skills groups. In addition, a regular group runs to encourage pupils to work together whilst enhancing the school environment.</p>	<p>£1,200</p>	<ul style="list-style-type: none"> <li>Regular opportunities are taken for our pupils to experience the specialisms of local secondary school staff and make use of their facilities during the year through enrichment programmes, entering competitions and joining workshops. These opportunities have, through pupil conferences, been seen to reduce anxiety of pupils about their transfer to secondary school and to develop an interest in subjects as well as experiencing work with children from other schools.</li> <li>Able and gifted pupils have been given an opportunity to work with the local secondary school to extend their skills.</li> <li>Involvement with outside agencies (for example, Dreadnought) has resulted in pupils being better supported. 2 pupils were due to stop their programme of support with CLEAR but the school agreed to pay for these sessions to continue.</li> </ul>
<p><i>Making use of new technologies</i></p> <p>A second supply of iPads has been purchased to be used across KS2 (and a trial of use within KS1) to support and extend the learning of disadvantaged pupils – with a particular focus on giving the higher achieving pupils additional opportunities.</p>	<p>£6,200 <i>(Contribution based on %FSM Ever 6)</i></p>	<ul style="list-style-type: none"> <li>Last year (2014-15) saw a trial of iPads being used in Upper Key Stage 2. With an initial set of 6 iPads a number of apps have been used and teachers have become familiar with the devices and the best way in which they can be used to enhance teaching within the class. The impact was limited by the small number of iPads in the trial, hence the decision to purchase 4 class sets.</li> </ul>
<p><i>Contingency Fund</i></p> <p>A contingency fund to be allocated during the year, based on arising needs.</p>	<p>£19,488</p>	<ul style="list-style-type: none"> <li>Last year's contingency fund enabled pupils to access extra-curricular provision and residential activities where parental income was an obstacle for this to happen. This ensured that disadvantaged pupils have access to new experiences, thereby setting their learning in a practical context. It is anticipated that this will need to continue this year. The impact of the spending of this fund will be monitored during the year.</li> </ul>

## **Additional Spending**

### *SEND (including ARB)*

Specific programmes of support are delivered across the school for pupils on the Record of Need. Pupils receive 'Precision Teaching' (short, regular, measurable sessions to address specific gaps in the pupils' knowledge), working through Project X Code (a reading scheme developed to support teaching), RM Maths (personalised computer based maths rehearsal) and Nessy (personalised computer based teaching for pupils with dyslexia). There is a targeted programme of support for pupils with dyslexia across the school and a wide range of structured intervention programmes that take place. Pupils are also invited to attend a programme of 'Fun Fit' to support the children exhibiting poor motor skills.

Pupils in the ARB have individualised teaching and learning programmes. Recent training has taken place with the staff on communication skills and there is continued involvement with outside agencies. The outside area has been developed and sensory rooms established to support the development of the pupils in the ARB.

### *Reception*

The outstanding practice in EYFS (used as an exemplar by county) has been shared within the school to develop pupils' independence skills. As a result, routines across the school have been adapted, bringing them more in line with those of EYFS.

Significant spending has been allocated to transition meetings ensuring a smooth start to the pupils' time in the school. This led to no child being less than medium on the Leuven well-being scale (a measure of how settled pupils are on entry to school). These transition meetings are followed up by regular opportunities for meetings with parents during the year.

Continued Professional Development takes place to keep the EYFS staff up to date with current recommendations and has focused on boys' learning and use of the outdoor environment. To this end, a substantial project of development for the outdoor area took place to enhance and extend learning opportunities on offer to EYFS pupils.

Additional training took place on consulting pupils in the planning process – again, the learning from this was not restricted to EYFS with other year groups in the school adopting this approach in areas of the curriculum.

## Monitoring the Effectiveness of Pupil Premium Spending

Through an audit, we have identified particular strengths:

- The flexibility in how we respond to particular needs with, for example, year groups changing the format of pupil grouping when appropriate to ensure progress is made by all groups of pupils.
- In order to ensure the best outcome for children, intervention groups are taught by experienced teachers.
- The introduction of the “Action and Impact” sheets has resulted in all staff knowing which pupils are eligible for Pupil Premium funding and to plan opportunities to develop their learning and assess impact regardless of what level the pupil is working at.

We have also identified areas for development:

- We identified a gap in our provision for the more able pupil premium children who were at risk of not reaching their full potential. We have responded to this by providing additional opportunities for these children, demonstrated in the individual case studies.
- We recognised a disproportionate amount of funding was going into Year 6. We have responded to this by placing more support programmes across the whole of the school, with an emphasis on maximising early intervention strategies.