**PUPIL PREMIUM REPORT**

**November 2013**

**Introduction**

This first pupil premium report will look at a number of areas concerning the pupil premium and the use of the pupil premium monies at St Oswalds:

1. Government definition of the pupil premium
2. An analysis of the numbers of pupil premium children
3. An over view of how the pupil premium is currently being used
4. Impact of the pupil premium monies on the relevant children.
5. Conclusion

**What is the Pupil Premium?**

 *“The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.*

*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’).*

*Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.”* ***Department of Education***

*Current Funding for Pupil Premium is £900 for every FSM child and £300 for each service and looked after child.*

**Analysis of the number of pupil premium children at St Oswalds**

At St Oswalds there are currently 84 children (28% of the total number of children on the school roll) eligible for the pupil premium of which 58 (69%) are service children and 26 (31%) are FSM/LAC. Also, of the service children approximately two thirds have English as a second language.

The table below shows how the children are distributed across the school:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year****Group** | **Actual no.****of PP children in Year group** | **% of PP****Children****in Year Group** | **Actual****Service****EAL** | **Actual****Service****Other** | **Actual****FSM/LAC** |
| Reception | 14 | 36.8 | 8 | 2 | 4 |
| Year 1  | 15 | 36.6 | 5 | 5 | 5 |
| Year 2 | 15 | 35.7 | 8 | 4 | 3 |
| Year 3 | 9 | 20.9 | 4 | 2 | 3 |
| Year 4 | 6 | 14 | 2 | 1 | 3 |
| Year 5 | 14 | 33.3 | 6 | 3 | 5 |
| Year 6 | 11 | 21.2 | 5 | 3 | 3 |
| **TOTAL** | **84** |  | **38** | **20** | **20** |

**How the Pupil Premium being used at St Oswalds**

***Background***

At St Oswalds a significant proportion of the pupil premium money is being spent in employing a Pupil Premium Champion (PPC) for the whole of the school day, to work with the pupil premium children in order to facilitate their progress and learning.

The PPC works directly with 47 of the pupil premium children and indirectly with 3 of the children. She also spends time working with some non-pupil premium children. Of the remaining 34 children, 19 receive additional input from other teaching assistants in the form of afternoon interventions and involvement in specific learning groups that meet their needs. Fifteen pupil premium children receive no additional support.

***Type of work***

The PPC’s time is allocated between the key stages based upon the number of pupil premium children that the key stage contains. The teachers in each key stage then decide the type of work that would best benefit the children in that key stage. Consequently the work is varied and currently includes individual and group work that covers the following areas:

* Specific targeted Individual Educational Plan work
* Speech and Language
* Behaviour for learning
* Phonics
* Key words
* Writing and handwriting
* Social and Emotional focused work
* EAL work
* Nessy (a computer phonics program)
* Time to Talk
* Reading
* Lunch club for “vulnerable” children
* Observation work in Reception class

***Planning, recording and feedback***

Although the hours and type of work that the PPC carries out is determined by each key stage, the planning and implementation of the work is undertaken by the PPC. Therefore the PPC timetable does include one morning per week PPA time.

All group and individual work is recorded on the school’s Intervention Planning template and the Pupil Premium action record. Regular informal feedback is given to the phase leaders.

The work that the PPC carries out is fluid and can be adjusted as necessary to meet the needs of individual children as they progress through the school.

**The Impact of the Pupil Premium**

One of the ways in which to determine the impact of the pupil premium monies is to analyse data pertaining to attainment and progress, as contained within the Data Snapshot October 2013 (see attached).

It is very early in the school year to truly see the impact of the work with pupil premium children however there are a number of conclusions that can be drawn from an initial analysis of pupil premium data:

* Attainment data can be a useful tool for identifying trends but there are other factors that must also be taken into account.
* In some year groups (particularly Year 4) there is a significant correlation between FSM and SEN which has contributed to skewed attainment.
* Where attainment data is low progress is a better indicator of impact.
* In order to gain a true understanding of attainment and progress the data for each child should be looked at.

The following information can be determined from the data:

* In reading, nearly all the attainment data for pupil premium children indicates that they are below the total average ***however*** their progress is comparable or greater than that of all children.
* Writing attainment for pupil premium children in years 2 and 3 is significantly lower than the average ***but*** their progress is much greater than the average.
* Writing attainment for pupil premium children in years 5 and 6 is comparable to all the children however their progress is lower.
* In year 3 the maths attainment and progress are significantly less than the average.
* In year 5 both attainment and progress in maths are low for FSM children; however that of the service children is, in both cases, higher.

**Conclusion**

St Oswalds has its own unique mix of pupil premium children which is heavily weighted towards service children, of which a significant proportion is from the Nepalese community. This means that EAL work is a particular focus at the lower end of the school.

The PPC currently carries out no specific numeracy work with pupil premium children and because the work she undertakes is based on need, not all her contact time is allocated to working with pupil premium children – she also carries out some work with non-pupil premium children.

A more detailed inspection of attainment and progress data, at a later date, would potentially pinpoint the areas in which pupil premium children are “lagging behind” their peers. This would then allow the PPC work to be modified accordingly in order to further meet their needs.