



## Case Studies of the use of Pupil Premium and Impact 2013 – 2014

Featherstone Primary School is situated in Birmingham. The school has over 34.2% of its community on Free School Meals entitlement which also includes Looked After Pupils. Our allocation of Pupil Premium for 2013/14 was £86,624.

When considering how best to maximise this funding, we used proven research and further adapted this to inform our strategic decision making

Our journey started in May 2013 in identifying the barriers to pupils' learning. To answer this question we looked at all areas of influences which were preventing our pupils from making the required progress and also how to narrow the gap between Free School and Non-Free School Meal pupils.

The action research identified two specific areas of needs:

- (i) Attendance, Punctuality and Pastoral**
- (ii) Academic Needs (progress in literacy and numeracy in particular).**

The Leadership Team presented a strong case to the Governors to validate how we could make full use of the funding to boost the performance of disadvantaged pupils and to narrow the gap with their non-disadvantaged peers. This action became part of our School Improvement Plan showing how Senior Leaders were held accountable in the use of Pupil Premium Funding and demonstrating its impact. Furthermore, the Head Teacher also had this as part of his Performance Management, thus impacting on whole school drive to ensure that the funding was used accurately in order to demonstrate impact for the two identified areas above.

The Head Teacher took immediate action and allocated a Senior Leader to take control as the Pupil Premium Co-ordinator (PPC). The Head Teacher and PPC identified the needs of the PP pupils and initiated a system to provide tailored provision ensuring pupils made accelerated progress regardless of their ability.

The Head and PPC placed the level of accountability of the progress of PP pupils on the Class Teachers. As a result, Performance Management targets were set for all Teachers and Support Staff to demonstrate progress of all PP pupils as one of the objectives. The impact of this is that Teachers now include focused sessions for PP pupils. Support Staff are also made accountable through their Performance Management targets to evidence the progress of interventions.

Furthermore, the funding from the PP was used effectively to release the Class Teacher, enabling them to focus on the PP pupils and helping to narrow any gaps in their learning. HMI OFSTED (November 2013) reported:

***“Pupils supported by the pupil premium make good progress and are closing the gap between their attainment and that of others. The Managers of the pupil premium funding do their jobs well. The impact of their work can be seen in good or improving outcomes currently seen in school. Pupil premium funding is appropriately directed to support the progress of eligible pupils and to include them in the school's activities”.***

***‘This is by far the best way that I have seen Pupil Premium being used’*** Lead HMI (Nov 2013)



**ATTAINMENT AND PROGRESS**  
 Narrowing the Gap in pupils progress/ attainment through the use of  
 Pupil Premium Funding 2013-2014

Academic (Use of Pupil Premium)		
Pupil Premium funding is used to:		
Narrow the gap in progress and attainment for Pupil Premium children (compared with Non Pupil Premium children).		
Issues identified	Initiatives in place	Impact
<p><b>Pupil Premium Children were not making progress in line with Non pupil premium children.</b></p> <p><b>There was a gap between the attainment of the pupil premium children when compared to the non pupil premium.</b></p>	<ul style="list-style-type: none"> <li>• Careful analysis of pupil premium data.</li> <li>• Allocation of intervention to target specific groups, e.g. girls in maths (see data below).</li> <li>• Class Teachers release to provide intervention for the pupil premium children in their class. Ensures continuity with lessons, targeted intervention and consolidation throughout other lessons.</li> <li>• CPD – in supporting and accelerating the progress of Pupil Premium pupils.</li> <li>• Teaching maths through Visual Maths (a specific maths programme delivered by a maths specialist. This programme has been proven to raise standards in a short space of time).</li> <li>• New teaching resources- both for Literacy and Maths lessons <b>and</b> intervention sessions specifically for Pupil Premium children.</li> <li>• Rigorous monitoring of teaching and learning, which has raised standards. This includes a focus on tracking and monitoring of groups- including pupil premium.</li> <li>• Parent workshops- raising engagement and aptitude of parents to support pupils learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeting specific groups and this is evaluated and change half termly to ensure that there is impact and correct children are being targeted. This was mainly in Writing and Maths as these were the largest gaps in attainment and progress.</li> <li>• Intervention provided by class teachers and then embedded through other lessons. The gap in attainment is closing and PP children making better progress than non PP (see data below).</li> <li>• Following the identification of specific maths needs specialist provision bought in to target this. Impact: accelerated progress in maths (especially girls) See data below.</li> <li>• Quality of teaching 82% Good or better. TA support 100% Good.</li> </ul>



## ATTENDANCE & PASTORAL SUPPORT

### Narrowing the Gap in pupils progress/ attainment through the use of Pupil Premium Funding 2013-2014

#### Pastoral (Use of Pupil Premium)

##### Using funding from Pupil Premium is used to:

- Manage attendance, punctuality and raise the profile so that attendance is broadly in line with national or better.
- Support Looked after Pupils in ensuring that we have a smooth transition build in.
- Identify barriers to learning and support families.
- Monitor and support families with welfare issues.

Issues identified	Initiatives in place	Impact												
<p><b>Raise the profile of punctuality</b></p>	<ul style="list-style-type: none"> <li>• Review current system of pupils arriving late.</li> <li>• To work closely with families of pupils with Pupil Premium entitlement whose children have poor punctuality and to improve overall punctuality of late pupils.</li> <li>• Introduce Pastoral Termly Newsletter – with impact clearly identified.</li> <li>• Ensure that that transition for Looked After Pupils is established and links between school and foster parents is strong.</li> <li>• Ensure that funding allocated for LAC pupils is used for the purpose of academic or further developing the skills of LAC pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuality: System put in place to follow up on lates with parents and reviewed on a regular basis. Target group –Lates have rapidly reduced (i.e. Year 1 class which has the highest number of FSM pupils has benefited from the monitoring (Lates reduced from 28 to 11).</li> <li>• New initiative set up to promote attendance ‘Wise Up’ in January 2014.</li> <li>• Autumn term - 40 children received certificates for 100% attendance.</li> <li>• Monthly Pastoral Newsletter about punctuality reinforced.</li> </ul> <p><b>Impact</b> – Attendance and lates improving as a result of continuous liaison between the Pastoral Manager/Parents. Attendance from 5<sup>th</sup> Sept 2013 to 4<sup>th</sup> April 2014 is <b>94.42%</b> (National is 94%).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Term</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Autumn term</td> <td>91.70%</td> <td>93.82%</td> </tr> <tr> <td>Spring term</td> <td>92.33%</td> <td>94.42%</td> </tr> <tr> <td>Summer term</td> <td>93.68%</td> <td>94.73%</td> </tr> </tbody> </table>	Term	2013	2014	Autumn term	91.70%	93.82%	Spring term	92.33%	94.42%	Summer term	93.68%	94.73%
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## Pupil Premium Progress Summary for Mathematics (End of Year 2014)

(We expect all of our pupil to have made 4 points progress by the end of July 2014)

**Points Milestones:** Autumn = 1 points / Spring = 2 / Summer =1

<b>Total Number of pupils who have received Pupil Premium Funding - 67 Pupil Premium Pupils</b>		<b>Mathematics</b>					
		<b>Assessment Cycle</b>					
The table below has gives comparative data for Pupil Premium and Non-Pupil Premium Pupils.		Oct 2013 2 points or more	Dec 2013 2 points or more	Feb 2013 2 points or more	April 2014 Up to 3 points	Apr 2014 4 points or more	July 2014 4 points or more
All Pupils	Pupil Premium Pupils	22%	28%	48%	94.7% (% rise)	35%	82.5%
Boys		36%	28%	49%	96.3%	38%	71.4%
Girls		10%	17%	47%	93.3%	31%	93.1%
SEN		39%	33%	34%	87%	25%	65%
All Pupils	Non-Pupil Premium	18%	61%	86%	96%	52%	77.2%
Boys		19%	50%	89%	96.8%	55%	77.8%
Girls		17%	50%	85%	95.2%	48%	76.6%
SEN		5%	39%	73%	84%	34%	76%
<p>Summary  <u>July 2014</u>            Overall more PP children have made 4+ points progress than non PP children 82.5%/ 77.2%. The gap has closed.            Less PP boys have made 4+ points than non PP boys 71.4%/ 77.8%.            More PP girls have made 4+ points than non PP girls 93.1%/76.6%.            More non PP SEN children have made 4+ points than PP SEN children 76%/65%</p> <p><u>Actions:</u>            PP boys progress (Class Teacher intervention to target PP boys in maths).            PP SEN children progress (SENco to target these children).</p>							

<b>Key</b>	
	Pupil Premium
	Non-Pupil Premium



## Mid Point Pupil Premium Progress Summary for Reading (End of Year 2014)

(We expect all of our pupil to have made 4 points progress by the end of July 2014)

**Points Milestones:** Autumn = 1 points / Spring = 2 / Summer =1

<b>Total Number of pupils who have received Pupil Premium Funding - 67 Pupil Premium Pupils</b>		<b>Reading</b>					
		Assessment Cycle					
		Oct 2013 2 points or more	Dec 2013 2 points or more	Feb 2013 2 points or more	April 2014 Up to 3 points	Apr 2014 4 points or more	July 2014 4 points or more
		The table below has gives comparative data for Pupil Premium and Non-Pupil Premium Pupils.					
All Pupil Premium	Pupil Premium Pupils	13%	39%	67%	96.3%	47%	66.1%
Boys Pupil Premium		17%	48%	62%	95.8%	59%	74.1%
Girls Pupil Premium		9%	31%	70%	96.7%	38%	58.6%
SEN Pupil Premium		14%	32%	75%	89.5%	33%	42.1%
All Non-Pupil Premium	Non-Pupil Premium	22%	58%	93%	96.1%	61%	63%
Boys Non-Pupil Premium		25%	57%	90%	95.3%	65%	60.3%
Girls Non-Pupil Premium		20%	60%	95%	96.9%	58%	65.6%
SEN Non Pupil Premium		15%	47%	77%	87.5%	30%	56%
<p>Summary</p> <p><u>July 2014</u></p> <p>Overall more PP children have made 4+ points progress than non PP children 66.1%/ 63%. The gap has closed.</p> <p>More PP boys have made 4+ points than non PP boys 71.4%/ 60.3%.</p> <p>Less PP girls have made 4+ points than non PP girls 58.6%/ 65.6%.</p> <p>More non PP SEN children have made 4+ points than PP SEN children 56%/ 42.1%</p> <p><u>Actions:</u></p> <p>PP girls progress (Class Teacher intervention to target PP girls in reading).</p> <p>PP SEN children progress (SENco to target these children).</p>							

<b>Key</b>	
	Pupil Premium
	Non-Pupil Premium



## Mid Point Pupil Premium Progress Summary – Writing (End of Year 2014)

(We expect all of our pupil to have made 4 points progress by the end of July 2014)

**Points Milestones:** Autumn = 1 points / Spring = 2 / Summer =1

Total Number of pupils who have received Pupil Premium Funding - 67 Pupil Premium Pupils		Writing					
		Assessment Cycle					
The table below has gives comparative data for Pupil Premium and Non-Pupil Premium Pupils.		Oct 2013 2 points or more	Dec 2013 2 points or more	Feb 2013 2 points or more	April 2014 Up to 3 points	Apr 2014 4 points or more	July 2014 4 points or more
All Pupil Premium	Pupil Premium Pupils	14%	47%	60%	87.7%	38%	75.4%
Boys (Pupil I Premium)		17%	50%	63%	89.3%	44%	71.4%
Girls (Pupil Premium)		9%	43%	58%	86.2%	32%	79.3%
SEN (Pupil Premium)		18%	36%	66%	81%	81%	50%
All Non-Pupil Premium	Non-Pupil Premium	23%	61%	88%	94.6%	51%	85.8%
Boys Non-Pupil Premium		22%	56%	85%	93.8%	46%	82.5%
Girls Non-Pupil Premium		24%	65%	89%	95.5%	56%	89.1%
SEN (Non-Pupil Premium)		15%	55%	66%	80%	44%	64%
<p>Summary</p> <p><u>July 2014</u></p> <p>Overall less PP children have made 4+ points progress than non PP children 75.4%/85.8%. The gap is 10.4%.            Less PP boys have made 4+ points than non PP boys 71.4%/ 82.5%.            Less PP girls have made 4+ points than non PP girls 79.3%/ 89.1%.            More non PP SEN children have made 4+ points than PP SEN children 50%/ 64%</p> <p><u>Actions:</u></p> <p>All PP pupil progress in writing (Class Teacher intervention to target PP children for writing).            PP SEN children progress (SENco to target these children).</p>							

Key	
	Pupil Premium
	Non-Pupil Premium



Aspire, Believe, Succeed

## Mid Point Pupil Premium Attainment Summary Autumn 2013 to July 2014

Total Number of pupils who have received Pupil Premium Funding - 67 Pupil Premium Pupils	Attainment Summary								
	Reading			Writing			Mathematics		
The table below has gives comparative data for Pupil Premium and Non-Pupil Premium Pupils.	Dec 2013 At or above National Expectation for age	Apr 2014 At or above National Expectation for age	July 2014 At or above National Expectation for age	Dec 2013 At or above National Expectation for age	Apr 2014 At or above National Expectation for age	July 2014 At or above National Expectation for age	Dec 2013 At or above National Expectation for age	Apr 2014 At or above National Expectation for age	July 2014 At or above National Expectation for age
All (Pupil Premium)	30.8%	75.8%	70.5%	33.3%	68.1%	67.2%	41.8%	75.8%	67.2%
Boys (PP)	27%	75.9%	72.4%	32.3%	72.7%	58.6%	46.2%	79.3%	58.6%
Girls (PP)	34.1%	75.8%	68.8%	34.3%	64.1%	75%	37.9%	72.7%	75%
All Non-Pupil Premium	50.6%	84.4%	74.4%	49.7%	79.3%	76.7%	60.2%	82.8%	77.5%
Boys	47.5%	84.1%	76.2%	46.4%	74.3%	76.2%	62.3%	87.3%	81%
Girls	53.8%	84.6%	72.7%	52.7%	84%	72.7%	58.1%	78.5%	74.2%
<b>IMPROVED NARROWING THE GAP</b>	All: Dec gap-19.8 %, Apr gap-8.6 %, July gap- 3.9 % Boys: Dec gap-20.5 %, Apr gap-8.2 %, July gap- 3.8% Girls: Dec gap-19.7 %, Apr gap-8.8 %, July gap- 3.9% <b>Immediate Action:</b> PP boys' reading.			All: Dec gap-13.4 %, Apr gap-11.2 %, July gap- 9.5 % Boys: Dec gap- 14.1%, Apr gap-1.6 %, July gap- 17.6 % Girls: Dec gap-18.4 %, Apr gap-19.9 %, July gap- +2.3% (PP attaining higher than non PP) <b>Immediate Action:</b> PP Boys' writing			All: Dec gap- 18.4%, Apr gap-7 %, July gap- 10.3% Boys: Dec gap- 16.1%, Apr gap- 11%, July gap- 22.4% Girls: Dec gap- 20.2%, Apr gap- 5.8%, July gap- +0.8 % <b>Immediate Action:</b> PP boys' maths		
	<b>Summary:</b> In most cases the attainment gap has closed since the implementation of the initiatives above. In the case of girls' Maths and girls' writing the gap is opening the other way and girls (Pupil Premium) have higher attainment than non Pupil Premium. The focus on girls' maths has proven to have the desired impact and now the focus must move to Pupil Premium boys' writing and maths.								

Key	
	Pupil Premium
	Non-Pupil Premium



# National Comparisons July 2014

## Key Stage 2- 2014

Within School Gap		
	FSM	Non FSM
Overall	24.9	27.8
Reading	23.3	26.5
Writing	26.3	29.5
Maths	25.0	27.7

National Gap		
	FSM	Non FSM
Overall	26.7	29.1
Reading	26.9	29.2
Writing	25.9	28.2
Maths	27.0	29.5

APS Gap Comparison		
	School	National
Overall	2.9	2.4
Reading	3.2	2.3
Writing	3.2	2.3
Maths	2.7	2.5
<p><b>Summary:</b> APS gap in maths broadly in line with National.</p> <p><b>Action:</b> Close the gap in reading and writing.</p>		

## Key Stage 1- 2014

Within School Gap		
	FSM	Non FSM
Overall	15.3	16.5
Reading	17.0	16.7
Writing	13.3	16.0
Maths	15.7	16.7

National Gap		
	FSM	Non FSM
Overall	13.5	15.7
Reading	13.9	16.2
Writing	12.6	14.9
Maths	14.1	16.1

APS Gap Comparison		
	School	National
Overall	1.2	2.2
Reading	+0.3	2.3
Writing	2.7	2.3
Maths	1.0	2.0
<p><b>Summary:</b> APS for reading is above national so the gap is less than the national. The gap for maths is less than the national.</p> <p><b>Action:</b> Close the gap in writing.</p>		





**Using this table to compare children with the National Expectation**

You can also use this chart to compare a child with the National Expectation for their age group.

For example: If a child is in Year 4 you can see that they are expected to have achieved a 3B (21 NCP) by the end of the year. If a child is in Year 6 you can see that they are expected to have achieved a 4B (27 NCP) by the end of the year.

**Examples of good progress**

A child is expected to make 3 NCP progress in KS2 and 4 NCP progress in Key Stage 1. Examples of good progress include: If a child begins Year 1 as a 1C- (6 NCP) and ends the year as a 1A (11 NCP), they have made 5 NCP progress – good progress. If a child begins Year 6 as a 3B+ (22 NCP) and ends the year as a 4B (27 NCP), they have made 5 NC points progress – very good progress in Key Stage 2.

**Using P-Levels, W-Levels and EYFS Scale Points** P Levels are used to detail progress for pupils who have not achieved Level 1. This is generally used for pupils with specific needs after the Foundation Stage. Please note that although P-levels are shown here for relative comparison of attainment – children’s attainments within the EYFS is measured through the use of the Foundation Stage Developmental Bands as shown in the grid above.

<b>Achievements to be expected at the end of a year group.</b>	
Year 1	1a
Year 2	2b (National Expectation)
Year 3	3c
Year 4	3b
Year 5	3a
Year 6	4b (National Expectation)