



PUPIL PREMIUM AND PHYSICAL EDUCATION FUNDING

Old Catton and White Woman Lane Federation

*Impact Statement
2014 - 2015
and
Spending Plans
2015 - 2016*



Pupil Premium

Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

Principles

At Old Catton and White Woman Lane Federation :

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The PPG allocation for 2014/15 was targeted to:

- Create smaller teaching groups
- Fund a Literacy teaching and learning programme - Language and Literacy and the relevant training for staff.
- Target higher % of children achieving L5 and L6 at the end of KS2 by providing additional support or interventions.
- Provide Positive Play and a range of therapeutic services to support emotionally/ socially disadvantaged children and their families to improve wellbeing, self-image and self-esteem.
- Continue access for families to Parent Support Advisor services.
- Implement numeracy booster classes for year 6 in spring term.
- Support vulnerable groups during the day by providing access to clubs and trained staff
- Additional training for staff on Read Write Inc. reading programme to ensure continued high quality learning and progress is made by all children.
- We continued to provide additional teaching staff to enable smaller group teaching in both English and maths and we have increased teaching assistant support again this year. The Deputy and Assistant Headteachers continued to be non - class based so they provide support and mentoring for pupils who are at risk of falling behind and provide an additional set for maths and English in Year 6. We also appointed two additional part-time members of staff to support school improvement activities and to provide booster groups in maths and English
- We continued to work with the Skillforce charity to provide the 'Junior Prince's Award' intervention programme to work with 60 children across the federation to increase their confidence and resilience.
- We also developed further our strategies for effective age-appropriate feedback to children at risk of making less than good progress in Maths or Literacy.
- We further developed the range of services available for children to ensure positive mental health and well-being and support the development of 'The Lodge' provision for our schools.

The impact of the PPG for 2014/15 at White Woman Lane:

Strengths - Measure has an UPWARD trend for past TWO years or more

Measure	Pupil numbers	Result	Trend	Gender gap (%)	FSM6/CLA Gap (%)
KS1-2 % Reading (test) - Expected Progress	61	100		0	0
KS1-2 % Maths (test) - Expected Progress	61	100		0	0
KS1-2 % Reading (test) - Above Exp Progress	61	69			
KS1-2 % Maths (test) - Above Exp Progress	61	67			

- Increased vulnerable families accessing advice and support from PSA
- Therapeutic services provided by 'The Lodge' is positively impacting on attendance and on children's ability to learn/ progress and sense of well-being, confidence and self-esteem.
- Successful and improved reading levels across KS2
- Successful and improved maths levels across KS2
- Improved ratios for reading groups and intervention programmes
- Skillforce charity has supported Year 5 pupils to increase their confidence and resilience.
- We have continued to develop strategies for effective age-appropriate feedback to children at risk of making less than good progress in Maths or Literacy and have implemented Assertive Mentoring to work more closely with pupils and parents to remove barriers to learning.

Closing The Gap By Subject (Disadvantage)

Disadvantaged pupils achieving level 4+ in Reading

WWL	100%
Local Authority	83%
National	86%

Disadvantaged pupils achieving level 4+ in Writing (TA)

WWL	87%
Local Authority	79%
National	82%

Disadvantaged pupils achieving level 4+ in maths

WWL	100%
Local Authority	80%
National	82%

KS1 - KS2 Disadvantaged pupils Overall Value added Score

WWL	101.8
Local Authority	98.8
National	99.2

Pupil Premium Allocation 2015 - 2016

2015 - 2016 (Financial Year)
£61,720

White Woman Lane Junior Pupil Premium Spending Plan 2015-16

Action	Cost	Intended Outcome
Small Group Support	18500	Improved achievement.
Withdrawal Group Literacy	3000	Improved achievement.
Withdrawal Group Maths	3000	Improved achievement.
Skillforce	3600	Improved achievement. Increased self-confidence.
Confidence Through Craft	5400	Increased self-confidence, leading to improved achievement.
Parent Support Advisor	2500	To help parents support their child's learning.
Benjamin Foundation	2250	To improve mental health and wellbeing, removing barriers to learning.
Trips subsidy	750	To ensure inclusion
Mindfulness	1900	To improve mental health and wellbeing, removing barriers to learning.
Non Class based Senior Leaders	18000	Improved achievement
Extra Curricular Groups	200	To ensure inclusion
Maths Whizz	720	To raise standards in Maths
Music Therapy	1900	To improve mental health and wellbeing, removing barriers to learning and improving self-confidence.
Total Spending Plan	61720	All action focuses on 'narrowing the gap'.

The impact of the PPG for 2014/15 at Old Catton Junior:

Strengths - Measure has an UPWARD trend for past TWO years or more

Measure	Pupil numbers	Result	Trend	Gender gap (%)	FSM6/CLA Gap (%)
KS2 Reading, Writing, Maths (%L4+)	36	94		8	14
KS2 Reading, Maths (%L4B+), Writing (%L4+)	36	89		4	
KS2 Reading, Writing, Maths (%L5+)	36	31		4	16
KS2 Writing (%L4+) (TA used from 2012 onwards)	36	100		0	0
KS2 Writing (%L5+) (TA used from 2012 onwards)	36	36		5	23
KS2 Maths (%L4B+) (test)	36	92		12	
KS1-2 % Reading (test) - Expected Progress	36	97		4	3
KS1-2 % Writing (TA) - Expected Progress	36	100		0	0
KS1-2 % Writing (TA) - Expected Progress **PP: FSM6/CLA yes**	6	100			
KS1-2 % Writing (TA) - Above Exp Progress	36	22			
KS2 APS - Reading, Writing & Maths	36	29.8		0.9	2.1
KS2 APS - Reading (test)	36	30.7		1.2	
KS2 APS - Writing (TA)	36	29.2		0.3	

- Increased vulnerable families accessing advice and support from PSA
- Therapeutic services provided by 'The Lodge' is positively impacting on attendance and on children's ability to learn/ progress and sense of well-being, confidence and self-esteem.
- Successful and improved reading levels across KS2
- Successful and improved maths levels across KS2
- Improved ratios for reading groups and intervention programmes
- Skillforce charity has supported Year 5 pupils to increase their confidence and resilience.
- We have continued to develop strategies for effective age-appropriate feedback to children at risk of making less than good progress in Maths or Literacy and have implemented Assertive Mentoring to work more closely with pupils and parents to remove barriers to learning.

Closing The Gap By Subject (Disadvantage)

Disadvantaged pupils achieving level 4+ in Reading

OCJS	100%
Local Authority	83%
National	86%

Disadvantaged pupils achieving level 4+ in Writing (TA)

OCJS	100%
Local Authority	79%
National	82%

Disadvantaged pupils achieving level 4+ in maths

OCJS	83%
Local Authority	80%
National	82%

KS1 - KS2 Disadvantaged pupils Overall Value added Score

OCJS	101.5
Local Authority	98.8
National	99.2

Pupil Premium Allocation

2015 - 2016 (Financial Year)
£43,250

Old Catton Junior Pupil Premium Spending Plan 2015-16

Action	Cost	Intended Outcome
Non Class based Senior Leaders Small Group Support	26800	Improved achievement.
Withdrawal Group Literacy	1750	Improved achievement.
Withdrawal Group Maths	1750	Improved achievement.
Skillforce	3600	Improved achievement. Increased self-confidence.
Confidence Through Craft	2700	Increased self-confidence, leading to improved achievement.
Parent Support Advisor	1250	To help parents support their child's learning.
Benjamin Foundation	1460	To improve mental health and wellbeing, removing barriers to learning.
Trips subsidy	600	To ensure inclusion
Mindfulness	1620	To improve mental health and wellbeing, removing barriers to learning.
Extra Curricular Groups	200	To ensure inclusion
Maths Whizz	720	To raise standards in Maths
Music Therapy	800	To improve mental health and wellbeing, removing barriers to learning and improving self-confidence.
Total Spending Plan	43250	All action focuses on 'narrowing the gap'

The Physical Education Grant Funding

Impact of Physical Education Grant Spending 2014-2015

- Increased access to high quality curriculum P.E. (OCJS & WWL) through employment of P.E. specialist teachers who work with school staff to up-skill and develop professionally.
- Extra-curricular gymnastics (WWL) offered at no cost to lower school pupils developing flexibility, balance and control. These pupils act as role models to other pupils during curriculum lessons, developing their confidence and self-esteem whilst raising standards through demonstration.
- Extra-curricular dance (OCJS & WWL) offered at no cost to all school pupils developing flexibility, control, awareness and musicality. These pupils act as role models to other pupils during curriculum lessons, developing their confidence and self-esteem whilst raising standards through demonstration.
- Pupil involvement in extra-curricular sport has increased
- Participation in competition has increased, within the Sports Partnership and beyond. Pupils have taken part in SSP swimming, cross country, tag-rugby, sportshall athletics and adapted games. These events have used SSF for transport and supply cover. Both schools have pupils representing the SSP at County Level Competitions
- Pupils also compete in football, korfbal and cross country leagues and are successful in all. Subscriptions are payable to league associations.
- In order that learners self-evaluate and recognise excellence we have bought equipment which allows performance to be videoed and instantly displayed on whiteboards.

White Woman Lane PE Grant Spending Plan 2015-16

<u>Action</u>	<u>Cost</u>	<u>Intended Outcome</u>
Norwich School specialist PE outreach support	2300	Raising standards and inclusion in physical education, professional development for school staff and sustainability Increased participation in extra-curricular PE activities
PE Specialist Teachers	6000	Raising standards and inclusion in physical education, professional development for school staff and sustainability Increased participation in extra-curricular PE activities
Dance Choreographer	480	Raising standards and inclusion in physical education, professional development for school staff and sustainability Increased participation in extra-curricular PE activities
Mini Bus	300	Raising standards and inclusion in physical education Increased participation in extra-curricular PE activities
Fixtures/Tournaments	200	Raising standards and inclusion in physical education, experience inter-school competition Increased participation in extra-curricular PE activities
Subscriptions	50	Raising standards and inclusion in physical education Increased participation in extra-curricular PE activities
Total Spending Plan	9330	

Old Catton Junior PE Grant Spending Plan 2015-16

<u>Action</u>	<u>Cost</u>	<u>Intended Outcome</u>
Norwich School specialist PE outreach support	7800	Raising standards and inclusion in physical education, professional development for school staff and sustainability Increased participation in extra-curricular PE activities
Dance Choreographer	480	Raising standards and inclusion in physical education, professional development for school staff and sustainability Increased participation in extra-curricular PE activities
Mini Bus	300	Raising standards and inclusion in physical education Increased participation in extra-curricular PE activities
Fixtures/Tournaments	200	Raising standards and inclusion in physical education, experience inter-school competition Increased participation in extra-curricular PE activities
Subscriptions	50	Raising standards and inclusion in physical education Increased participation in extra-curricular PE activities
Total Spending Plan	8830	