

MEADOWFIELD SCHOOL

Pupil Premium Funding 2014-2015 &  
Outcomes of Pupil Premium Funding  
2013 - 2014

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## Pupil Premium Budget 2014-2015:

The total Pupil Premium budget is £76,633

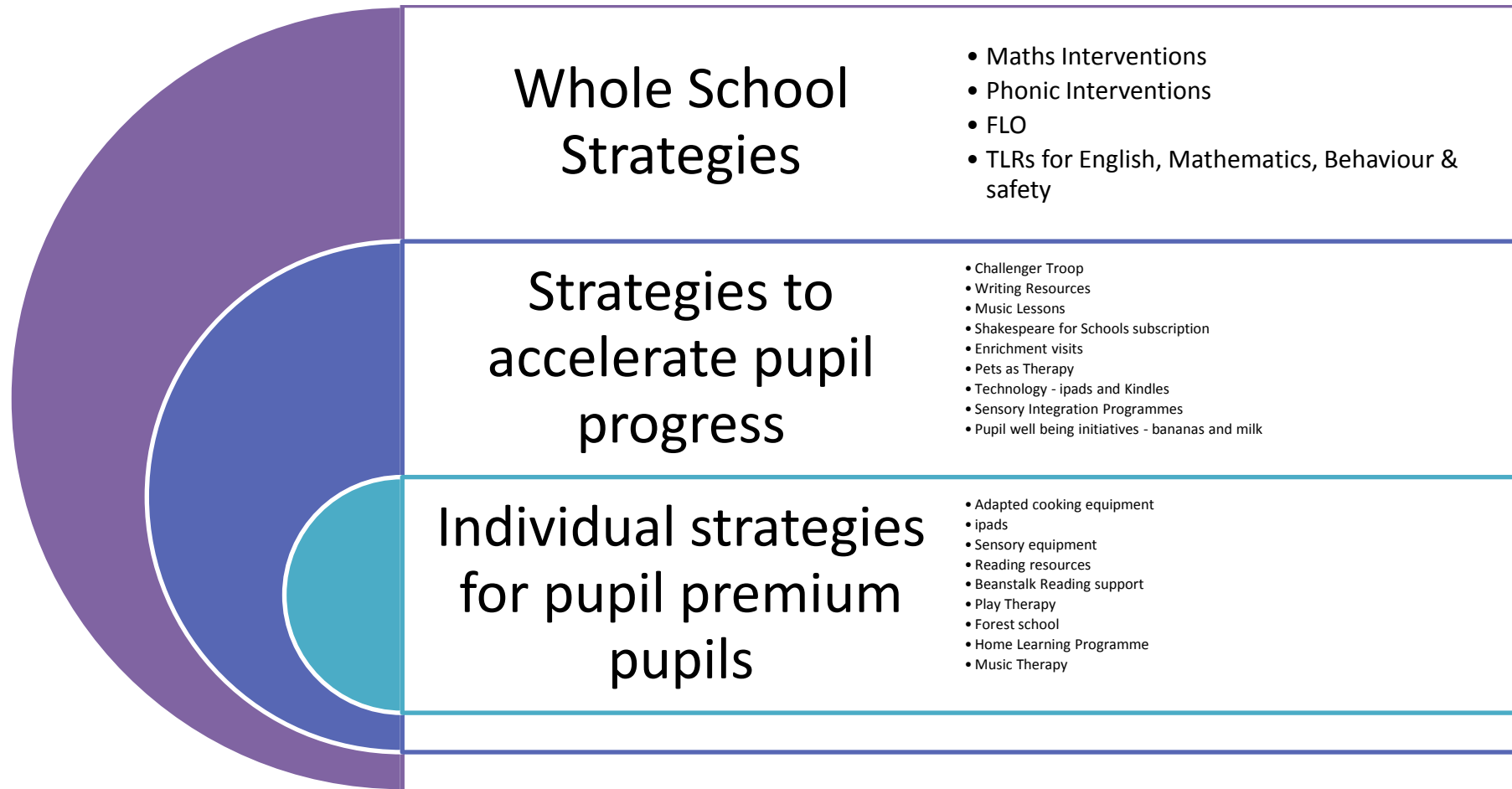
This comprised of £68,105 for pupil entitles to free school meals; £6,328 for Kent Children in Care and £2,200 for Children in Care from other Local authorities. Pupil Premium for Children in Care is now managed by each authority Virtual School; each authority has a different funding application process, the figures given here are those agreed to date.

In line with the guidance from the National Pupil Premium Champion John Dunford, the pupil premium funding is used to support:

- Whole School Strategies
- Strategies to accelerated progress for both Pupil Premium and non-pupil premium pupils.
- Specific individual strategies for pupil premium pupils.

Any intervention implemented must have an expected impact which will be evaluated and reported against at the end of the academic year. Progress of all pupils entitled to pupil premium funding is tracked termly to monitor and evaluate the impact of the interventions.

# Meadowfield School Pupil Premium 2014-2015



Meadowfield School 2014 – 2015 Interventions

Intervention	Aspect	Expected Cost	Number of PP pupils	Expected impact	Effectiveness of Impact (based on EEF – see page 6)
Extending Maths Interventions	Accelerated Learning for both PP and non PP pupils	£500	69	Accelerated progress in number	*****
Extending Phonic Interventions	Whole School	£20,745	19 receiving individual sessions, all access class sessions	Accelerated progress in reading and writing	****
FLO (30% of salary)	Whole School	£1655	72	Improved attendance for identified pupils resulting in accelerated progress. Improved parental engagement, improved parental support for learning at home consolidating learning.	*****
TLRs	Whole School	£8000	72	Progress in English and maths closely monitored and interventions implemented to improve progress. Improved behaviour and well being of pupils and staff enabling better engagement in learning.	
Challenger Troop	Accelerated Learning for both PP and non PP pupils	£900 per pupil	12/15 attending	B'Tec Level 1 qualification. Improved self esteem , well being and engagement resulting in improved progress in core subjects	***
Writing resources	Accelerated Learning for both PP and non PP pupils	£3000	72	Improved writing, both handwriting skills and extended creative writing	
Music Lessons	Accelerated Learning for both PP and non PP pupils	£2768	36	Developing music skills. Improved well being and engagement resulting in progress across all core subjects	***
Spellwise	Accelerated Learning	£3180	13	Accelerated progress in reading and writing	****

Resources & training 40% of staffing costs	for both PP and non PP pupils				
Shakespeare for Schools subscription	Accelerated Learning for both PP and non PP pupils	£795	51	Accelerated progress in English particularly in speaking and listening, improved engagement in English text, raised self-esteem and self confidence	
Enrichment visits including the Bennin Project visits	Accelerated Learning for both PP and non PP pupils	£2000	72	Access to curriculum enrichment visit resulting in deeper engagement in learning and accelerated progress.	
Kindles & amazon vouchers	Accelerated Learning for both PP and non PP pupils	£5550	72	Accelerated progress in reading, improved engagement in reading, developing reading for pleasure.	****
Pupil well being – morning milk and bananas for KS 1 pupils	Accelerated Learning for both PP and non PP pupils	£4225		Accelerated learning through improved focus and engagement.	
Adapted cooking equipment	Individual	£750	1	Improved access to independent learning	
Ipads & itunes vouchers	Individual	£10,000	All pp pupils	Improved engagement in learning. Progress in communication skills, progress in English and maths skills, progress in ICT skills.	****
Individual pupil equipment eg Neater Eater	Individual	£7000	6	Improve progress in communication, engagement in learning and independence.	
Individual timetable adaptions eg accessing Forest school	Individual	£1840	1	Individual learning programmes to improve engagement in learning resulting in progress in core subjects. Reduction in behaviour incidents impacting on learning.	****
Beanstalk reading support	Individual	£525	6	Accelerated progress in reading	
Pupil home learning	Individual	£500	1	Re-engagement in learning as a step towards re-	

programme				engaging in school.	
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The Sutton trust has developed a tool kit into the impact of interventions. The tool kit assist the evaluation of the value for money.

The research is based on mainstream school interventions, some of the more specialized interventions implemented at Meadowfield School are not included.

**Evidence** estimates are based on: the availability of evidence (i.e. the number of systematic reviews or meta-analyses and the quantity of primary studies which they synthesise); the methodological quality of the primary evidence; the magnitude of the impact (in terms of effect size); and the reliability or consistency of this impact across the studies reviewed.

<b>Rating</b>	<b>Description</b>
★	<i>Very limited:</i> Quantitative evidence of impact from single studies, but with effect size data reported or calculable. No systematic reviews with quantitative data or meta- analyses located.
★★	<i>Limited:</i> At least one meta-analysis or systematic review with quantitative evidence of impact on attainment or cognitive or curriculum outcome measures.
★★★	<i>Moderate:</i> Two or more rigorous meta-analyses of experimental studies of school age students with cognitive or curriculum outcome measures.
★★★★	<i>Extensive:</i> Three or more meta-analyses from well controlled experiments mainly undertaken in schools using pupil attainment data with some exploration of causes of any identified heterogeneity.
★★★★★	<i>Very Extensive:</i> Consistent high quality evidence from at least five robust and recent meta-analyses where the majority of the included studies have good ecological validity and where the outcome measures include curriculum measures or standardised tests in school subject areas.

Further information about the Sutton Trust Education Endowment Foundation Tool kit can be found at:

<http://educationendowmentfoundation.org.uk/toolkit/>

### Meadowfield School Pupil Premium 2013-2014 Impact

Pupils achieving expected or above expected progress measured against their annual target in 2013/2014.

English and Maths	% of pupils achieving expected and above expected progress who are in receipt of FSM.	% of pupils achieving expected and above expected progress who are <u>not</u> in receipt of FSM	Difference
Reading	73%	72%	+1
Writing	62%	67%	-5
Speaking	57%	62%	-5
Listening	73%	69%	+4
Number	67%	65%	+2
Using and Applying	75%	75%	=
Space, Shape and measure	74%	65%	+9

English and Maths	% of pupils achieving expected and above expected progress who are in Local Authority care	% of pupils achieving expected and above expected progress who are <u>not</u> in Local Authority care	Difference
Reading	81%	70%	+11
Writing	62%	65%	-3 (gap closed x 1
Speaking	67%	60%	+7
Listening	67%	69%	-2
Number	72%	65%	+7
Using and Applying	87%	73%	+14 (from -15)
Space, Shape and measure	58%	68%	-10

This analysis shows that pupils entitled to FSM are achieving overall as well or better than their peers except in writing and speaking although the difference here is light. Interventions will be implemented to address this in 2014-2015.. Pupils in Local Authority care are still achieving slightly less well in writing however the gap has closed slightly. There



has been a significant improvement for this cohort in Using and Applying where the gap has closed from last years and pupils are now achieving better than their peers. There is still a gap in Space, Shape and Measures (Geometry and Measures in the new Curriculum) which will be addressed.. Overall there is no significant difference in achievement between pupils receiving pupil premium funding and their peers.

Tracking of progress towards end of Key stage Above Expected /Upper Quartile Progression Guidance

**Key Stage 1**

	% of pupils in receipt of FSM on track to Above Expected progress	% of pupils <b>not</b> in receipt of FSM	Difference
Reading	83%	73%	+10
Writing	58%	57%	+1
Maths	66%	70%	-4

**Key Stage 1-2**

	% of pupils in receipt of FSM on track to UQ	% of pupils <b>not</b> in receipt of FSM	Difference
Reading	34%	67%	-33
Writing	42%	66%	-24
Maths	50%	52%	-2

	% of <b>CiC</b> pupils on track to UQ	% of pupils <b>not CiC</b>	Difference
Reading	44%	56%	-12 (gap closed by 11)

Writing	55%	57%	-3 (gap closed by 38)
Maths	55%	58%	-3 (gap closed by 4)

Across KS1-2 there are fewer pupils entitled to FSM on track to achieving the Upper Quartile target than their peers, although all are on track to achieve median. The gap between pupils who are in LA care has significantly closed since last year with more who are now on track to towards achieving their Upper Quartile target. The number of pupils entitled to FSM and pupils in LA care on track to achieve UQ targets needs to increase. Targeted support for Reading, Writing and all Maths strands will be implemented in 2014/15.

#### **Key Stage 2-4**

	% of pupils in receipt of FSM on track to UQ	% of pupils <b>not</b> in receipt of FSM	Difference
English	62%	56%	+6
Maths	65%	56%	+9

	% of <b>CiC</b> pupils on track to UQ	% of pupils <b>not CiC</b>	Difference
English	55%	57%	-2
Maths	70%	59%	+11

Across KS2-4 there are more pupils entitled to FSM track to achieving UQ targets than their peers, the gap between the two has closed since last year. There are more pupils in LA care on track to Upper Quartile in Maths . Pupils in both cohorts are now achieving better in Maths than in English reversing the trend from last year and demonstrating the impact of the maths interventions.. Targeted support to increase the numbers of pupils on track to Upper Quartile in both English and maths will be implemented in 2014/15.

## **Attendance**

Average % attendance pupils in receipt of Pupil Premium	Average % attendance pupils not in receipt of Pupil Premium
91.2%	90.8%

Analysis of attendance data has shown that pupil attendance is slightly better for pupils in receipt of pupil premium.

## **Impact of interventions 2013 – 2014**

The systematic implementation of phonic schemes has resulted insignificant improvements in reading across the whole school. A range of phonic schemes are in place to meet the learning styles of all pupils, these include, letters and Sounds, Sounds Write, See & Learn and Spellwise. The school entered 11 pupils for the year 1 and year 2 resit statutory Phonic Screening test for the first time, 8 pupils recorded a score with 4 achieving the pass score or above. The percentage of pupils entitled to Pupil Premium funding achieving and exceeding their annual target in reading has increased from 2012/2013. A range of additional resources have been used to support reading, speaking and listening. TRUGS has been very effective in KS4 as an additional intervention. Easi-Speak mics are contributing significantly to improvements in speaking and listening. In Key Stages 1&2 the vast majority of pupils are now on track to reaching Median or Upper Quartile Progression Guidance targets. In Key Stage 3&4 technology is being used to promote reading for pleasure; Kindle Fires are in all KS3&4 classes giving pupils the opportunity to hear text and therefore access text in advance of their reading capabilities.

Overall 78% of pupils entitled to Pupil Premium funding achieved their annual target in reading compared with 72% of their peers. However only 54% are on track to Upper Quartile compared with 69% on non-pupil premium pupils therefore the target for 2014/15 will be to accelerate learning for pupil premium pupils to increase the number achieving Upper Quartile.

The implementation of Numicom across the school and Dynamo maths across Key stages 3 and 4 has resulted in a significant improvement in the number of pupils on track to median and Upper Quartile Progression Guidance targets. There has been a significant improvement in pupil achievement in Using and Applying. One pupil achieved a GCSE G grade in mathematics

Overall 76% of pupils entitled to Pupil Premium funding achieved their annual target in number compared with 65% of their peers. However only 63% are on track to Upper Quartile compared with 66% on non-pupil premium pupils therefore the target for 2014/15

will be to accelerate learning for pupil premium pupils to increase the number achieving Upper Quartile.

The improvements in English and maths have been driven by the teachers with TLR responsibilities demonstrating the impact of these roles.

The school appointed a Family Liaison Officer in January. The impact of his work has resulted in increased attendance for identified pupils which has enabled them to make progress.

Ipads have been targeted for specific pupils to extend learning and develop independent learning opportunities. Ipads are also used to support home learning.

Ten pupils have accessed Challenger Troop. In addition to achieving a St John's First aid qualification, Bronze and silver navigation awards and working towards a B'Tec Level 1 qualification all pupils have improved their speaking and listening skills, developed leadership and self-management skills as well as demonstrating courage, determination and resilience. As a result of pupils sharing their experiences there is now a waiting list of pupils wishing to participate in Challenger Troop.

Individual music lessons and music therapy sessions and the opportunity to play publicly at assembly and to other audiences has improved pupil confidence, self-esteem and wellbeing, as a result overall progress has improved. Pupils attending individual music lessons have made progress in their music skill levels.

Clever fingers resources were increased to build on the staff training implemented in 2012/13. As a result the identified pupils have made accelerated progress in writing.

Curriculum enrichments offsite visits provided an inspiring stimulus for work across a range of curriculum subjects; this resulted in improved outcomes across the core subjects.

Where pupil premium funding has been used to purchase specific equipment for identified pupils all pupils have made accelerated progress.

### **Pupil Premium 2014 – 2015**

In 2014 – 2015 30% of all pupils from Yr R to Yr 11 in the school receive Pupil Premium funding. The total amount of Pupil Premium funding received by the school is £76,633.

The Family Liaison Officer will continue to be part funded through pupil premium; his work with the families of Children in Care and pupils eligible for pupil premium has impacted positively on attendance, access to family support and safeguarding.

As a result of the positive impact on raising attainment in reading of the phonic interventions being delivered by a designated staff member to individual pupils this will continue and will be extended to include more individual sessions for pupils in the secondary department.

Internal analysis of data, lesson observations and Raise Online has identified writing, particularly extended writing, as an area for improvement. Funding will be used to provide additional writing resources along with enrichment visits to inspire creative writing. Pupils accessing Beanstalk reading support will continue to receive 1:1 reading sessions and this will be extended if additional reading supporters can be found by Beanstalk.

The data from 2013/14 evidences the impact of the Numicom and Dynamo maths interventions on pupil achievement in number. Rapid Maths is an additional intervention that was introduced in Term 4 to improve progress in KS3 & KS4. All interventions will continue with Dynamo maths being extended beyond the original pilot cohort of 20 students. Data analysis has now identified Space, Shape and Measures, now Geometry and Measurement as an area for development and appropriate resources and interventions will be implemented.

The school has signed up to the Shakespeare for Schools programme which gives pupils the opportunity to become immersed in learning about a Shakespeare play through performance. Evidence from other PSCN schools participating in this programme has shown accelerated pupil progress in speaking and listening, reading and writing, in addition schools have reported significant improvements in pupil wellbeing, engagement, self-esteem and confidence. KS4 pupils began their preparations in 2013/14 with a visit to the Globe Theatre and an overnight residential trip to Stratford on Avon. The focus in this academic year will be the performance element, data analysis will monitor the impact on curriculum progress and the Leuven Scales of Wellbeing and Engagement will monitor the impact on overall wellbeing and engagement. Easi-Speak mics have been purchased to accelerate progress in speaking and listening for specific pupils.

Learning through technology is motivating and can have a positive impact on progress. Funding will be used to increase the number of Kindles in secondary classes working towards all pupil premium pupils having an individual Kindle for use at home and school. Where appropriate, ipads will be purchased to support specific pupils.

The improvements in English and Maths will continue to be driven by lead staff with TLR responsibilities.

Data analysis has identified pupils are achieving less well in Science than in English and Maths. Focused resources will be put in place to raise attainment in Science.

The impact of music on wellbeing is well documented as is the impact of contact with animals. Individual music lessons and music therapy sessions will continue this academic year. Pets as Therapy dogs will visit the school on a regular basis. The impact of music and Pets as Therapy will be evaluated through monitoring using the Leuven Scales of Wellbeing and Engagement to evaluate the impact on overall curriculum progress.

Challenger Troop is a Uniformed Youth Engagement programme that supports young people to develop leadership skills, team work, determination and resilience along with a nationally recognised B'Tec Level 1 or Level 2 award. A wider outcome of improved progress across all curriculum areas is expected by those pupils participating in Challenger troop.

Curriculum Enrichment activities to inspire, challenge and motivate will enable pupils to access local and wider community facilities to accelerate progress across the curriculum.

There has been much research into the impact of food on learning. Data analysis from 2012/13 and early 2013/14 identified that pupils with ASD were achieving less well than their peers in Key Stage 1. A pilot scheme offering pupils whole milk and a banana each morning was implemented in Term 4. End of year data analysis shows that the gap between pupils with ASD and their peers is closing; this scheme will continue and if possible will be extended to KS2.

Specific equipment to support individual pupils will be funded as and when identified, examples from 2013/14 include specialist feeding equipment, adapted cooking equipment, room adaptations, sensory equipment and a home learning programme.

## **Information**

Pupil premium is Government Funding paid to schools to reduce the attainment gap between specific vulnerable groups and their peers.

- Pupils entitled to free school meals at any time during the last 6 years.
- Pupils adopted from care on or after 30/12/05 and pupils under a Special guardianship or residence Order
- Pupils in Local authority care (pupil premium funding is managed by the Local Authority with responsibility for the pupil in liaison with the school).
- Pupils of a parent/s serving in the Armed Forces at any time in the previous 4 years.

## **Does my child qualify for pupil premium?**

If your child meets any of the above criteria or if you receive any of the following support payments so your child may be entitled to free school meals please contact the school office for further information and an application form.

- Income Support
- Income based Jobseekers Allowance.
- Income related Employment and Support Allowance
- The guaranteed element of State Pension Credit.
- Child Tax Credit ( providing you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,900)
- Working Tax Credit run-on – paid 4 weeks after you stop qualifying for Working Tax Credit.
- Universal credit.

Registering your child for Free School meals does not mean your child has to take a school meal but does enable them to access a range of additional resources and support.