



**Pupil Premium Allocation Report**  
**Academic Year 2013-2014**

**Pupil Premium Income**

Firstly it must be noted that the report on Pupil Premium is based on each academic year, however the funding straddles two separate financial years. It is not possible to accurately predict the Pupil Premium per child, due from April, at the beginning of each academic year. At the beginning of this September 2013, 63 pupils on roll qualified for Pupil Premium. LEA allocated funding for 75 pupils in April 2013 which included leavers, either in-year or the Year 6 Cohort. As only 68 qualifying pupil remained on roll the 'spare' funding has been redirected to qualifying pupils in Year R and those arriving after the January 2014 School Census. The LEA funding allocation in April 2014 reflected this drop in numbers.

The funding for those children qualifying for Pupil Premium is set by KCC and allocated monthly in April for financial year; the Local Authority may increase the number of funded pupils or the amount of allocation from time to time later in the financial year. For this academic year, funding was calculated as follows:

Number of pupils and pupil premium grant (PPG) received	Sept to March	April to August
Total number of pupils on roll	399	410
Total number of pupils eligible for PPG	70	68
Amount of PPG received per pupil	£900 (7/12) £525	£1,300 (5/12) £541
Additional Allocation Jan 2014	£3,710	-
Total amount of PPG received in qualifying part of Financial years	<b>£36,750</b>	<b>£36,788</b>
<b>Total for academic Year –</b> excluding funding received for pupils no longer on roll (£2,140)		<b>£77,248</b>

**Measuring the impact of Pupil Premium Grant spending**

Pupils progress is reviewed on a regular basis which informs the decision making and The school will evaluate the impact on each pupil at the end of each academic Year. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.

## Pupil Premium Expenditure 2013-2014

The needs of every pupil are considered and provision is allocated accordingly. There are certain parameters we at Sussex Road have decided to put in place in calculating the monetary value of provisions – these are outlined below. Inevitably, and with our wishes, children who are not in the Pupil Premium group will also sometimes benefit from the interventions and arrangements we put in place for this in this group. This is particularly relevant were a younger sibling may have experienced the same level of deprivation before joining the school system, even if the family no longer qualify for benefits. We consider this to be positive, but always consider the needs of those in the Pupil Premium group when thinking about and planning their specific intervention / arrangement. The needs of individuals are identified and intervention allocated through our class, termly provision maps. To ensure the allocations are appropriate for each individual, we have decided to create tracking sheets for each child, which are maintained by the class teacher to ensure interventions to support the child in bridging the gap are incorporated with the overall lesson plans for the class. Pupil progress will be reviewed at the end of each term and progress will inform the next step in support or interventions.

In terms of tracking the impact of the support put in place, we of course look at National Curriculum data. However, this is not always a suitable method of assessing the impact of the support put in place; we also consider attendance data and levels of wellbeing and engagement / involvement. For some children, tracking the impact of specific interventions / support will be challenging. We are not aiming for a “quick fix” but for long term, sustainable improvement for our children. The PSAs have tracked their own interventions/support and it is accepted that the teaching and learning implications of this may not become apparent in the short term, we will however be looking for increased engagement from pupils receiving this support. The PSAs have also been working alongside the school secretary to develop a structure to improve attendance.

There are some children where the full allocation has not been spent during this academic year. For some pupils, additional support will be put in place during the autumn terms to counter this, where their progress requires. For some, where there is little obvious additional need, we reserve the right to use the money elsewhere. At all times, the needs of the individual will remain at the fore. For a number of children, additional funding will be added in order to meet the needs of the individual. Children will not always be involved in an intervention/support at all times throughout the year. It may happen in a short timescale.

Additional notes and the generalisations we made are when calculating the allocation of pupil premium spending:

1. The cost of TA support is £11.50 per hour. This represents a mean calculation of our TA allocated pay scales including on-costs. It is calculated at KR5.
2. The cost of CT support is £25.50 per hour. This represents a mean calculation of our CT allocation pay scales including on-costs. It is calculated at Upper Point One.
3. We have split the allocated timings into 15 minute slots and rounded provision to these times to make the system manageable in working out allocation and costings.
4. Our PSAs have spent with varying hours with parents and mentoring vulnerable children. For the purposes of manageability this year, we have taken a view on average of the cost of their support. During this academic year, they have tracked their support time more closely, as the additional 30 hour per week PSA contract has been funded entirely from Pupil Premium. Where a whole cohort has benefited from some form of the cost of this has been spread between all children, not just the Pupil Premium children. Where the provision has been set up for Pupil Premium pupils (with maybe other benefitting too), the cost has been shared between the Pupil Premium children. We have tried to be as fair as possible when allocating costs.
5. Where children and families are involved in a CAF, with Social Services and with other agencies, we have not costed the implications of this on school staff as it is very individual for each child often involving multiple members of staff. The costs of this will need to be considered for future year.
6. Lexia was bought with Pupil Premium children in mind, however there are about 100 children regularly using the programme. We renewed the licence in April and so the total cost has been divided by 100 to account for the regular users and also only used 5/12 of the total cost of Lexia. The remaining 7/12 will be allocated and tracked in the next academic year.
7. Reading provision – Bug Club and Accelerated Reader has been split between all children in the school. We have taken the view that Bug Club is used by children in EYFS and KS1 and Accelerated Reader by children in

KS2. Following analysis of Log on Data at the beginning of term 2 we had concerns that many of our Pupil Premium children are not accessing these provisions at home and this may be a result of being unable to access the internet. In April we have purchased 4 additional laptops for dedicated use the school's library and allocated five additional Pupil Premium funded TA hours per week to enable additional access to children falling behind

8. The time, and therefore the cost implications, that administrating and analysing the interventions/provision and data has not been included in each child's allocation.

Nature of support 2013/2014 Summary of Spending and Actions Taken	Sept to March	April to August
Smaller class sizes in cohort with high FSM Numbers	£ 4,500	£ 3,200
Salaries re additional Teaching Assistant support in above year	£ 5,850	£ 4,150
Holiday Schools Easter and Summer Year 5 & 6	£ 552	£ 611
Teacher and TA Salaries supporting re small group classroom and group and individual interventions	£ 8,750	£ 6,250
Additional Ever6 PSA for Nurture groups, Family support and work with Admin staff to support attendance.	£ 8,458	£ 6,041
Family Fun days for all year groups	£ 100	£ 400
Part funding of Residential and education visits		£ 750
<i>Continued Focus on Reading/Literacy</i>		
Part Funding of Lexia, Bug Club Accelerated Reading and additional resources, laptops and increasing TA hours to supervise the Library	£ 5,000	£ 1,000
Lilac Sky to work with teachers to provide Quality First Teaching	£ 6,000	
Lego Club training & resources Supervision	£ 500	
Read Write Inc.		
Resources		£10,650
Training		£ 3,250
Family Room improvements to support mentors working with families and children		£ 5,580
<b>Total amount of PPG spent</b>	<b>£38,710</b>	<b>£40,332</b>
<b>Total for academic Year</b>		<b>£79,042</b>

## Impact on Progress 2013-2014

At Sussex Road Primary School, we recognise that progress can be measured using different parameters and gauges. Children's emotional wellbeing and involvement in their learning is paramount as is quality of children's home lives. These factors hold a direct influence over how well a child can achieve in school.

However, in order to justify and describe the impact of Pupil Premium funding, we are using Academic Progress Data as well as attendance figures. Each child is of course an individual though and therefore case study approaches can be explored to understand further the make-up of the data.

### Additional Teachers/Smaller Classes

The rationale for smaller class sizes this year was to focus on behavioural issues within one specific cohort, and to enable children to develop better learning behaviours. In the final term of the year the children returned to their two classes and the third teacher carried out intensive booster session for pupils who were not achieving their full potential. Many of the behavioural issues have been addressed and the year group will continue to be closely monitored in the new academic year.

### Academic Achievement

EYFS

Group	Expected +			
	GLD	PRIME	SPECIFIC	ALL
All Pupils	85.0	87.0	87.0	85.0
FSM	100.0	100.0	100.0	100.0
Non FSM	84.0	86.0	86.0	84.0

Key Stage 1

	Group	Level 2 +		
		Reading	Writing	Mathematics
2012	All Pupils	94.0	86.0	88.0
	FSM	75.0	63.0	63.0
	Non FSM	98.0	91.0	93.0
2013	All Pupils	91.0	91.0	97.0
	FSM	78.0	78.0	100.0
	Non FSM	94.0	94.0	96.0
2014	All Pupils	87.0	90.0	92.0
	FSM	67.0	67.0	67.0
	Non FSM	90.0	90.0	86.0

Key Stage 2

	Group	Level 4 +			
		Reading	Writing	Mathematics	SPaG
2012	All Pupils	81.0	71.0	81.0	
	FSM	44.0	44.0	44.0	
	Non FSM	88.0	76.0	88.0	
2013	All Pupils	77.0	77.0	77.0	74.0
	FSM	50.0	57.0	50.0	35.7
	Non FSM	86.0	88.0	86.0	86.0
2014	All Pupils	92.0	90.0	87.0	75.0
	FSM	88.0	100.0	88.0	75.0
	Non FSM	92.0	89.0	87.0	75.0

### Attendance

<b>PP Pupils Year Group in 2012/2013</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
% Attendance including approved Educational Activities off site	94.2	92.2	92.7	95.1	92.2	89.8
<b>PP Pupils Year Group in 2013/2014</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
% Attendance including approved Educational Activities off site	94.3	94.5	96.4	96.0	93.9	94.4

Regular letters and home visits to families qualifying for Pupil Premium have seen a pleasing increase in % attendance over the previous Academic Year. The disappointing results in the current Year 1 cohort is significantly impacted by one child whose attendance in currently only 78.99%. The school attendance office, together with the Educational Welfare Officer will continue to work with this and other families to encourage increased attendance in line with LEA targets.

## Planned expenditure for 2014-2015

The school is aware that in a number of key areas it has been unsuccessful in reducing the gap for Pupil Premium Children. The governors have therefore appointed an extremely qualified Assistant Headteacher with responsibility for SEN Inclusion including Pupil Premium and removed classteacher responsibility from the role. The assistant headteacher will not only take on responsibility for better quality targeted interventions but more importantly support class based colleague to provide quality first teaching across the entire school.

Both PSAs will move on to new Schools in September 2014 and the school will take the opportunity to review the impact of the role and advertise or adapt the schools staffing structure accordingly.

The School has undertaken to implement Read Write Inc. with effect from September 2014 having accessed the impact of the program in other schools on outcomes in phonics and literacy. The Leadership team feel this programme will have a significant impact on closing the gap for Pupil premium children which in KS1 remains unacceptably too wide. A large proportion of the Pupils premium funding will there for be spent on Resources, Training and providing sufficient staffing to embed the program throughout the school.

Number of pupils and pupil premium grant (PPG) received	Sept to March	April to August
Total number of pupils on roll	413	TBA
Total number of pupils eligible for PPG	68	TBA
Amount of PPG received per pupil	£1,300 (7/12) £758	5/12
<b>Total amount of PPG expected</b>	<b>£51,544</b>	<b>TBA</b>

Proposed support 2014/2015	Sept to March	April to August
Read Write Inc. Resources, Intervention Hours and Training	£10,000	£ 5,000
Increased Hours Assistant Headteacher with responsibility for SEN Inclusion including Pupil Premium.	£12,750	£ 9,100
Teacher and TA Salaries supporting re small group classroom and group and individual interventions.	£ 8,750	£ 6,250
Salaries re additional Teaching Assistant support in above year	£ 6,000	£ 4,200
Part Funding of Lexia, Bug Club Accelerated Reading and additional resources, laptops and increasing TA hours to supervise the Library	£ 5,000	£ 1,000
Enrichment/Clubs Etc	£ 500	£ 300
Pupil Mentor	£ 7,800	£ 5,650
<b>Total Allocated For Academic year</b>	<b>£48,800</b>	<b>£31,500</b>