



Alma Park Primary School Pupil Premium Report 2014-2015



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Pupil Premium Grant (PPG) Allocation for 2014/15 was: £185,632

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,300
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900

Number of pupils and PPG received:

Total number of pupils on roll: **428 (This excludes Nursery)**

	Sept. 14 – Mar. 15	Apr. 15 – Aug. 15	Total
	7/12ths of amounts below	5/12ths of amounts below	
E6	120 (£156,000)	118 (£153,400)	
LAC	4 (£7,600)	4 (£7,600)	
Post LAC	13 (£24,700)	11 (£20,900)	
Total	£109,841	£75,791	£185,632

Principles of using PPG funding at Alma Park

- We strive to ensure that teaching and learning opportunities meet the needs of all of our pupils.
- At Alma Park the disadvantaged children continue to be our target children to ‘narrow the gap’ regarding attainment.
- In making additional provision, we recognise that not all pupils who receive free school ‘meals or who are ‘looked after’ will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Not all children eligible for PPG funding will be in receipt of interventions at any one time or at the same time.
- PPG represents only a small part of the overall budget committed to meeting the additional needs of all pupils at Alma Park.

Provision at Alma Park using PPG funding (2014-15)

The percentage of qualifying pupils at Alma Park is greater than the national average (FSM 2014 national = 26.6% Alma Park = 30%)

Nature of support

Focus on learning in the curriculum

Focus on social, emotional and behavioural needs

Focus on enrichment beyond the curriculum



Alma Park Primary School

Pupil Premium Report 2014-2015



Alma Park Primary School

Pupil Premium Report 2014-2015

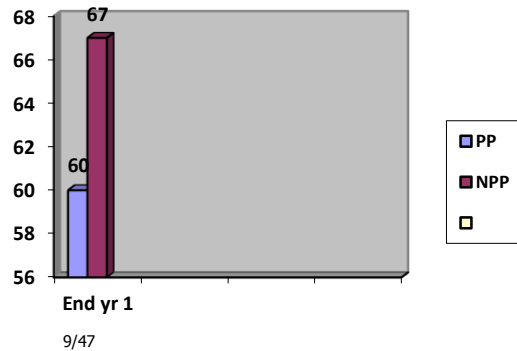
Achievement Data for Pupils Eligible for PPG Funding

% of pupils eligible for PPG achieving age related expectations

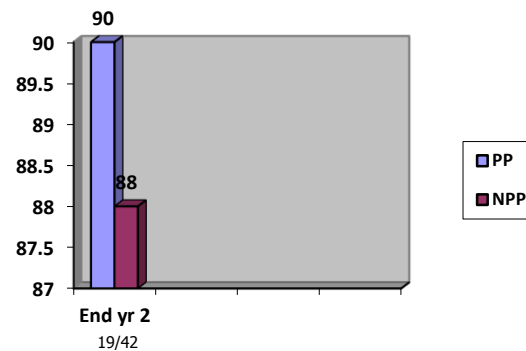
(No. of pupils eligible for PPG in each year group Yr1 = 9, Yr. 2 = 19, Yr.3 = 16, Yr.4 = 19, Yr.5 = 24, Yr.6 = 20)

Reading

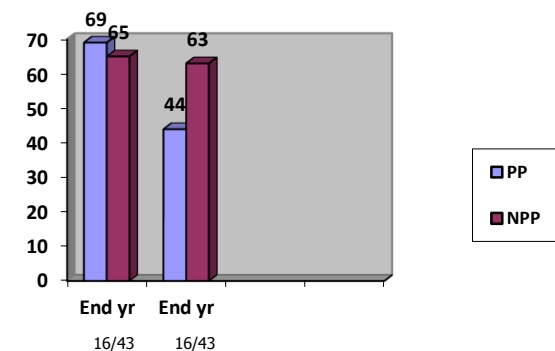
End year 1 (8/9 EAL)



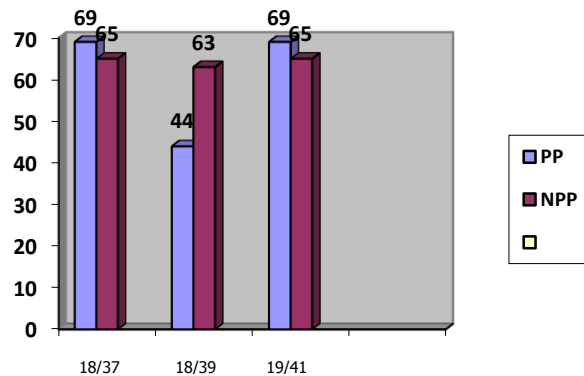
End year 2 (14/19 EAL)



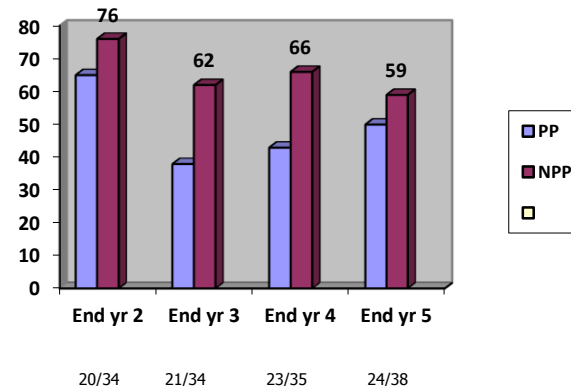
End year 3 (8/16 EAL)



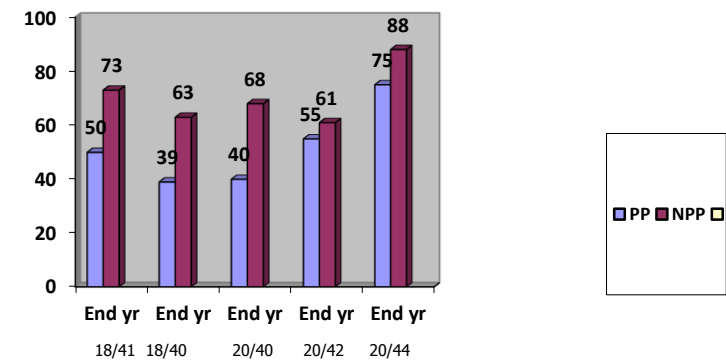
End year 4 (6/19 EAL 3/19 INA)



End year 5 (7/24 EAL, 2 HI)



End year 6 (14 EAL/14 INA)



There is a varying trend. Year 2 results should be celebrated. The gap does tend to widen from yr2 – yr 3, but generally narrows as the children journey across KS2.

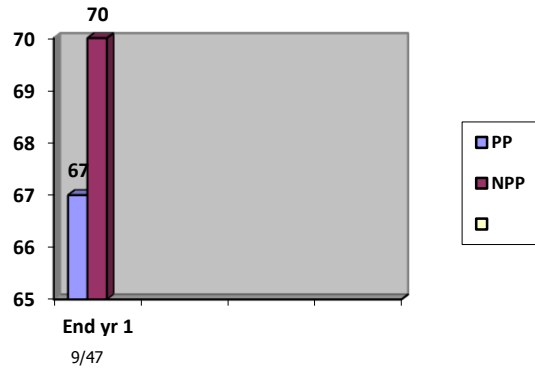


Alma Park Primary School

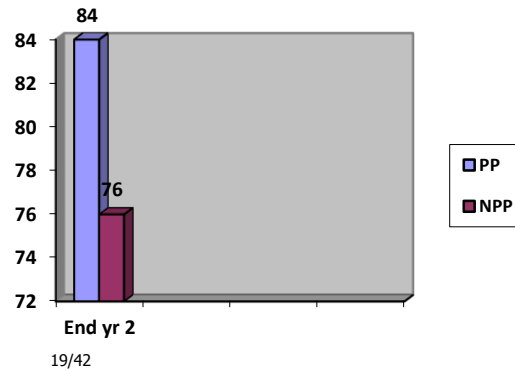
Pupil Premium Report 2014-2015

Writing

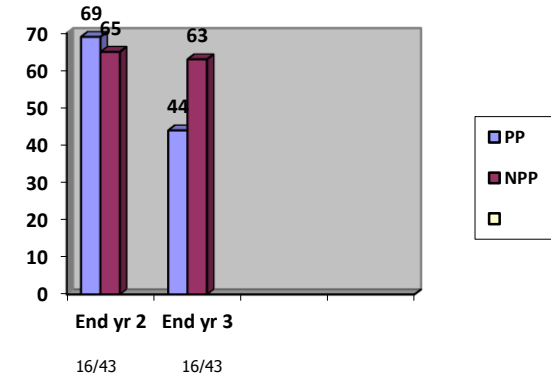
Year 1



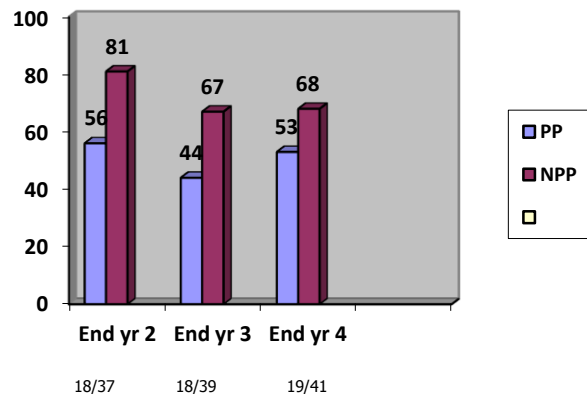
Year 2



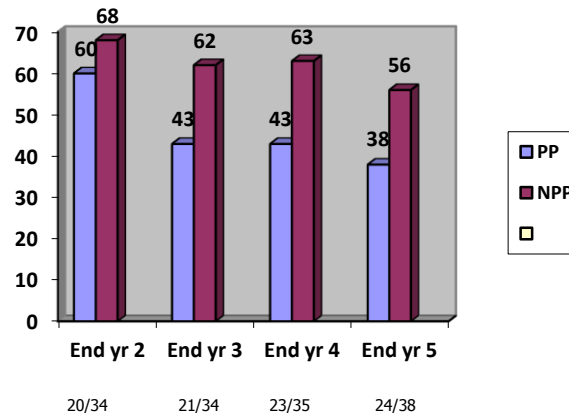
Year 3



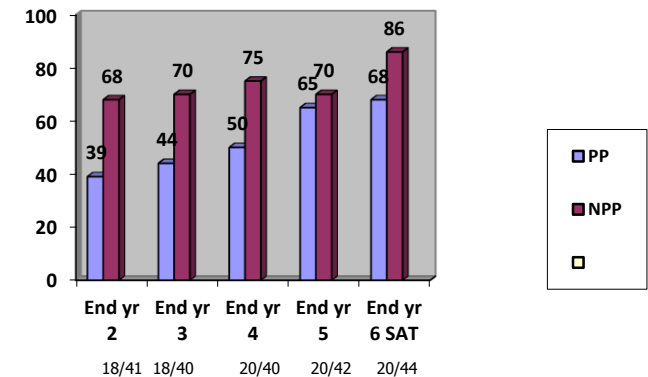
Year 4



Year 5



Year 6



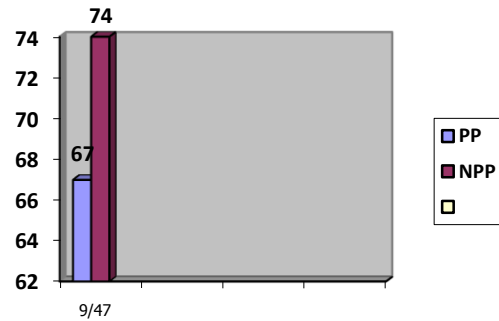
Year 2 results should be celebrated. The rest is as reading above but need to keep an eye on the children going into yr 6 in 2016 to maintain the narrowing of the gap.



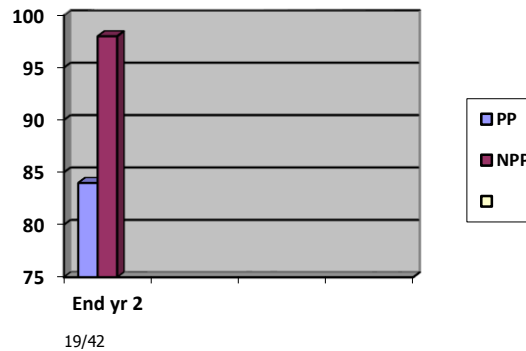
Alma Park Primary School Pupil Premium Report 2014-2015

Maths

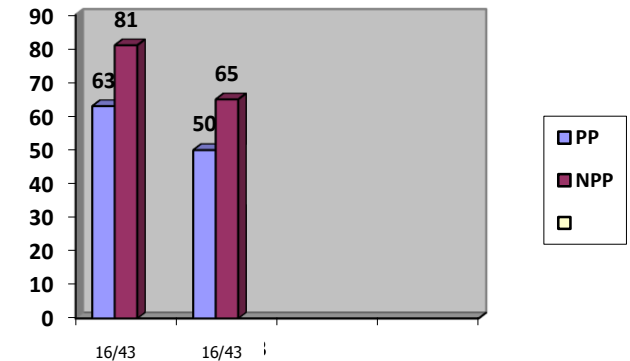
Year 1



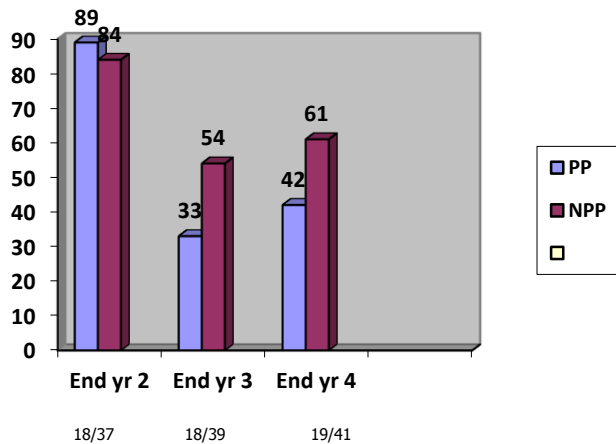
Year 2



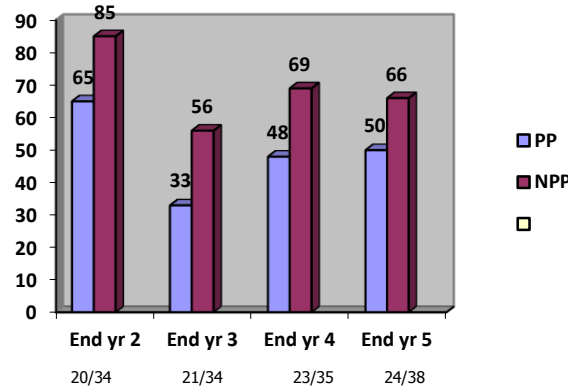
Year 3



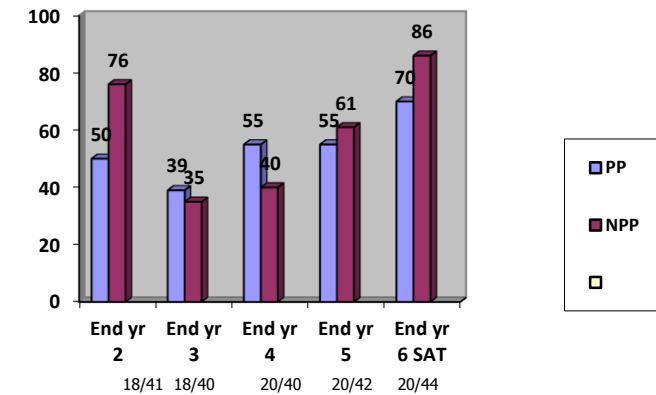
Year 4



Year 5



Year 6



A varying trend across the school although we tend to be successful at closing the gap over time.



Alma Park Primary School

Pupil Premium Report 2014-2015

Some of the interventions that have been in place for the children targeted by the PPG during the academic year 2014/15 include:

- Booster classes with experienced teachers in Literacy and/or Numeracy in Years 4,5 and 6
- Learning Mentors, Key Therapist, Behaviour Guidance and Support workers, all available to support vulnerable children on a needs led basis, whether planned or in response to crises
- Therapeutic interventions e.g. Rhythm Club, Foundations for Change
- Daily reading support at Breakfast Club for targeted KS2 children
- Play therapy delivered by a trained Play Therapist
- Literacy/Numeracy interventions such as Better Reading Partnership/Nessy/Rapid Phonics delivered by experienced teachers or teaching assistants
- Lunchtime sports provision for all pupils (Rec-Y6)
- Lunchtime support including; art club, library bus time, pastoral support
- Subsidised residential trip to Ghyll Head outdoor education centre for Y5/6 pupils
- Digismart reading/ICT intervention for Y5 pupils delivered by experienced teacher
- Enhanced transition for all vulnerable pupils (within school and on to high school)

Quantitative Impact from a selection of interventions

The National Curriculum expectation is that all pupils should progress by at least 1.1 Average Point Score point per term (APS)

Type of intervention offered at Alma Park	Number of pupils in receipt of intervention	APS average gain <i>(Interventions may run for 1, 2 or 3 terms)</i>
ELS	20	Reading = 1.7 per term Writing = 2.0 per term
Year 4 MA Maths Booster	10	1.7 per term
Year 5 MA Maths Booster	10	1.5 per term
Year 6 Maths Booster	13	0.8 per term
Year 6 Literacy Booster	10	Reading = 1.5 per term Writing = 1.9 per term
Y5 Digismart	10	Reading = 1.0 per term
Fischer Family Trust, Better Reading Partnership, Rapid Phonics, Phonological awareness	13	Reading = 1.7 per term
Breakfast Reading Club	23	1.1 per term
Play Therapy (Children KS2)	3	Reading = 1.3 per term Writing = 1.1 per term Maths = 0.6 per term

Interventions support pupils, some of whom are vulnerable, to at least maintain the expected level of progress but in many cases to exceed this.



Alma Park Primary School

Pupil Premium Report 2014-2015

Attainment in Year 1 phonics screening test for 9 pupils eligible for PPG:

78% at Alma Park achieving expected standard which is above the 77% national standard for all pupils.

Overall attainment at KS1 for 19 pupils (E6) eligible for PPG:

APS for disadvantaged pupils at Alma Park is 15.1 which is above the 2014 National APS of 14.6 for combined subjects. (The APS gap between FSM and NFSM pupils has reduced significantly again this year 2014 = 2.1 and 2015 = 0.6.)

The % FSM (E6) of pupils achieving or surpassing Level 2 in Reading is 90% and Writing is 84%. Both of these are above the non FSM pupils in the cohort and the E6 pupils in the local authority (R=84% / W=80%) and the 2014 national (R=90%/W= 75%). Mathematics 84% is below the local authority level of 88%.

1 LAC child exceeded the 2014 national APS in all areas.

In KS1 the disadvantaged learners narrowed the gap to others in the school in all subjects. At L3, the gap in school narrowed in Reading, Writing and Maths and to national other pupils (non-disadvantaged) in Writing and Maths.

Overall attainment at KS2 for 20 pupils (E6) eligible for PPG:

There was a greater percentage of low prior attainers in this cohort than the national average percentage.

Attainment - Alma Park APS for disadvantaged pupils is 26 which is slightly below the National APS of 27 for all core subjects combined.

The % of pupils achieving or surpassing Level 4 in combined Reading, Writing and Mathematics is 65% which is broadly in line with the 2014 national figure of 67%_(RoL 2014).

LAC (1child) L4+ in all areas, well above the 2014 national average of 48%. Progress is outstanding in all aspects of English and the gap that existed in Y2 has been successfully closed since this pupil joined Alma Park in Y4.

Overall progress from KS1 to KS2 for 19 (E6) pupils eligible for PPG:

The % of pupils achieving or surpassing expected levels of progress (2 or more levels) from Key Stage 1 to Key Stage 2 is well above national standards in all 3 core subjects.

Alma Park Figures

National Figures
(Disadvantaged/ Other)

E6 =95.0% Other pupils = 95% - Reading.	88% / 92%
E6 =95.0% Other pupils = 93% - Writing.	90% / 94%
E6 =95.0% Other pupils = 90% - Maths.	85% / 91%

In Reading the percentage of FSM (E6) pupils making at least 3 levels progress matches that of non FSM pupils at 32%.



Alma Park Primary School

Pupil Premium Report 2014-2015

Qualitative Impact

External Views

In March 2015, we were informed that Alma Park had successfully qualified for a government Pupil Premium award of £1000. This award recognises that over time the staff at Alma Park have successfully implemented strategies that demonstrate innovative and effective use of the pupil premium funding in raising attainment.

Governors Views

The Governors continue to recognise the highly effective use of PPG at Alma Park in ensuring support and progress for all disadvantaged pupils and vulnerable groups within a very positive ethos.

Parents' views:

"Thanks so much for everything and all the wonderful staff at Alma Park have done for ... I chose the school because I'd heard it was special It was much better than that."

Children's views:

"I've got better at spelling/writing by people helping me like Mrs. Knight, Ms. Philips, Ms. Howell."

"I got better at drawing and writing by teachers helping me."

About therapeutic work...

"I like it because if I am thinking about and I feel sad, then it makes me feel better afterwards."

Strategies to continue to close the gap

- Review of current provision
- Consultation internally and externally with specialist staff to ensure that the interventions that we are offering are most suited to meet the needs of our children
- Addressing any gaps that there may be in our current provision
- Ensuring that the systems that we have for selection , reviewing and evaluating provision is rigorous
- Regular ongoing tracking and monitoring
- Deployment of staff
- Staff CPD

Prepared by Denise Samuels November 2015
Presented to Governors January 2016