



## **PUPIL PREMIUM**

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils in receipt of Free School Meals or who have been in Care for longer than six months. The Government say that statistics show the children from low income families do not achieve as well as other children in school. This money is a means to address the balance and ensure all children attain to the best of their ability.

In 2012/13 Amblecote received £42,600. In 13 / 14 it was £65K and for the academic year 14 / 15 we have been allocated £115K. In 15 /16 we were allocated £130.00. Our percentage of pupils entitled to Free School Meals is currently 28% (2015/16) we have 77 pupils entitled to Free School Meals.

At Amblecote we are fully inclusive and strive to ensure all children achieve their best and we put strategies, interventions and support in wherever it is required to progress learning. This involves many teaching staff to ensure good pupil teacher ratio and a large number of teaching assistants to support all vulnerable groups but especially the pupil premium pupils with specific learning interventions.

Our focus for this funding is on the following:

- Ongoing quality staff development to increase staff's knowledge of how to effectively support learning – costs include training and cover.
- To enhance staffing especially teaching assistants to support children and families as required with quality teaching and marking to assess and develop learning, and quality interventions delivered to enhance development.
- To finance cover for staff to support, observe and practice to develop strategies, interventions and activities to support the learning of vulnerable children.

Interventions include:

- 1:1 support for writing groups for pupils to apply phonic knowledge.
- Wave 2 teaching with targeted catch up provision
- Support in lessons
- Wave 3 intervention offering a more personalised solution to learning, especially regarding speech and language development.
- Personalised precision teaching to a child's individual needs
- Positive parental partnership through parents evenings and diaries
- BRP (Better Reading Partners) to support individual reading progress
- Specialised TA speaking language of children
- To ensure flexibility within our teaching team to have additional groups, re - group and change groups following ongoing evaluation of progress.
- Fund mentors to support behaviour and psychological issues
- One to One and small group tuition after school in English and Maths with a specialist teachers, to develop specific learning difficulties or to consolidate and apply skills learned.

- Resources to support learning and progress i.e. reading books, Numicon sets, mathematics practical resources / games, phonics sound cards, specific coloured paper exercise books and much more.

**Results Data for Amblecote at July 2013 for Years 2 & 6:**

**Results Data for Amblecote at July 2014 for Years 2 & 6 & EYFS:**

**Results data for Amblecote at July 2015 for Years 2 & 6:**

APS = Average Point Score

At End of Year 2

Below age related APS	Age related APS	Above age related APS
11	15	19

KS1 2013	Cohort	Overall APS Sch - Dudley	Reading APS Sch - Dudley	Writing APS Sch - Dudley	Maths APS Sch - Dudley
FSM	10	13.6 – 13.9	13.8 – 14.2	12.4 – 13.1	14.6 – 14.4
Non-FSM	30	17.1 – 16.3	17.4 – 16.8	16.7 – 15.6	17.3 – 16.5
2014					
FSM	12	15.2 – 14.3	15.2 – 14.6	14.3 – 13.6	16.0 – 14.7
Non-FSM	33	15.8 – 16.4	16.2 – 16.9	15.0 – 15.7	16.1 – 16.6
2015		Sch-Nat	Sch-Nat	Sch-Nat	Sch-Nat
PP	18	16.9 - 14.8	17.0 - 15.2	16.3 – 14.0	17.4 – 15.2
Non- PP	23	16.6 - 16.6	16.8 – 17.1	15.8 – 15.8	17.3 – 16.8

KS1 2013	Cohort	Reading %L2+ School - Dudley	%L2B+ School - Dudley	%L3+ School - Dudley
FSM	10	80 - 77	50 - 61	0 - 12
Non-FSM	30	97 - 92	87 - 82	37 - 34
		Writing		
	10	60 – 72	30 – 45	0 - 6
	30	97 - 89	73 - 72	27 - 19
		Mathematics		
	10	90 – 83	70 – 63	10 – 11
	30	97 - 94	83 - 82	37 - 26

KS1 2014	Cohort	Reading %L2+ School - Dudley	%L2B+ School - Dudley	%L3+ School - Dudley
FSM	12	67 - 79	67 - 66	25 - 16
Non-FSM	33	85 - 92	82 - 83	30 - 35
		Writing		
	12	67 – 74	67 – 52	8 - 9
	33	82 - 89	76 - 74	12 - 21
		Mathematics		
	12	92 – 84	75 – 64	25 - 13
	33	94 - 93	73 - 83	18 - 29

Phonics	Yr 1	Achieved	Not achieved	
FSM	14	12 = 86%	2 = 14%	
Non FSM	29	24 = 83%	5 = 17%	
	Yr2			
FSM	3	2 = 66%	1 = 34%	
Non FSM	11	11=100%	0	

KS1 2015	Cohort	Reading %L2+ School-Nat	%l2B+ School-Nat	%L3+ School-Nat
PP	18	94 - 93	NA	33 – 37
Non PP	23	96 - 93	NA	30 - 37
		Writing		
	18	94 – 91	NA	28 – 21
	23	87 - 91	NA	22 - 21
		Maths		
	18	100 – 95	NA	33 – 30
	23	96 - 95	NA	35 - 30
Phonics	Yr 1	Achieved	Not achieved	
PP	11	7	4	
Non PP	30	24	10 (1 absent)	
	Yr 2			
PP	18	17	1	
	23	20	3	

#### At End of Year 6

Below Age Related APS	Age Related APS	Above Age related APS
21	27	31

KS2 2013	Cohort	Overall APS Sch - Dudley	Reading APS Sch- Dudley	Writing APS Sch - Dudley	Maths APS Sch - Dudley	Grammar, Punctuation & spelling
FSM	7	27.4 – 25.8	29.6 – 25.9	26.1 – 25.4	27.0 – 26.0	N/A
Non FSM	27	28.6 – 28.6	29.0 – 28.7	27.2 – 28.3	29.0 – 28.8	N/A
2014						
FSM	9	28.3 - 26	28.3 – 26.5	27.0 – 25.4	29.0 – 26.2	26.3 – 25.6
Non- FSM	15	28.5- 29.0	27.8 - 29.2	27.4 - 28.7	29.4 -29.2	29.4 - 29.0
2015		Sch-Nat	Sch-Nat	Sch-Nat	Sch-Nat	Sch-Nat
PP	11	27.4– 27.2	25.9 -27.6	27.5 -26.6	28.1 -27.3	25.4 -27.5
Non-PP	28	29.8 -29.5	29.6 -29.6	28.9 -28.8	30.4 -29.8	27.9 -29.8

KS2 2013	Cohort	<b>Reading</b> %<L3 School - Dudley	%L4+ School - Dudley	%L5+ School - Dudley
FSM	7	14 - 29	86 - 70	57 – 23
Non-FSM	27	15 - 12	85 - 88	48 - 44
		<b>Writing</b>		
	7	29 – 30	71 – 70	14 - 14
	27	33 - 13	67 - 87	37 - 36
		<b>Mathematics</b>		
	7	29 – 28	71 – 72	29 – 19
	27	11 - 14	89 - 86	48 – 41
		<b>Reading, Writing &amp; Maths</b>		
	7	14 - 17	71 – 57	0 – 9
	27	7 - 6	67 - 78	26 - 23

KS2 2014	Cohort	<b>Reading</b> %<L3 School - Dudley	%L4+ School - Dudley	%L5+ School - Dudley
FSM	9	11 - 26	89 - 74	33 – 30
Non-FSM	15	7 - 9	93 - 91	20 - 50
		<b>Writing</b>		
	9	33 – 32	67 – 68	44 - 18
	15	33 - 13	67 - 87	37 - 36
		<b>Mathematics</b>		
	9	22 – 28	78 – 72	33 – 20
	15	7 - 11	93 - 89	40 – 43
		<b>Grammar, punc &amp; Spelling</b>		
	9	44 - 42	56 - 58	44 - 30
	15	20 - 20	80 - 80	60 - 54
		<b>Reading, Writing &amp; Maths</b>		
	9	33 - 42	67 - 58	33 - 9
	15	13 - 18	87 - 82	13 - 26

KS2 2015	Cohort	Reading % L3+ School - National	% L4+ School - National	%L5+ School- National
PP	11	None(18% below L3)	73 – 83	36 - 34
Non PP	28	3% - ?	93 - 92	54 - 55
		<b>Writing</b>		
	11	18% - ?	82 - 79	27 – 22

	28	5% - ?	89 - 90	43 - 42
		Maths		
	11	18% - ?	73 - 83	27 - 28
	28	3% - ?	96 - 90	50 - 47
		Grammar, punctuation & spelling		
	11	TBC	73 - 71	18 - 43
	28	TBC	75 - 84	39 - 61

Early Years develop ment	Recep Cohort – 38 2014	% achieving good level of dev School - Nat	Reading Sch – Nat	Writing Sch – Nat	Number Sch-Nat	Shape, space & measure Sch-Nat
PP	10	40 - 45	80 – 58	40 – 51	70 – 60	70 – 65
Non PP	28	68 - 64	82 - 78	75 - 71	79 - 78	75 - 82

### Impact of Pupil Premium

From the data you can see that our FSM children make very good progress throughout their schooling at Amblecote. By the time they leave in Year 6 they are working at a level above the average in Dudley as a whole and at a similar if not higher level than non-free school meals children. Their average point score is at or above age related expectations at year 6 and Year 2.

Our percentage achievements compare favourably with Dudley as a whole. Our Free School Meal children attain in line with our non free school meal children in the main because we are supporting them well.

Most pleasing is to see the increase in FSM pupil performance from 2013 to 2014, which clearly shows that we are closing the gap.

2015 data shows a continuing expectation that Pupil Premium children achieve to their full potential. For 2015 I have shown the National average instead of the Dudley average against Amblecote's attainment. Our Pupil Premium children attained very well in KS1 and our writing and maths in KS2 were particularly good in 2015. Reading was below national expectation in KS2 due to the cohort, which meant that grammar, punctuation and spelling was also below expected attainment. We have a firm focus on GPS this academic year with all the pupils.

Our Early Years continually work hard and achieve their full potential or more. Writing was below expected attainment so the focus this academic year is writing.