

Pupil Premium funding expenditure report to parents and governors 2013/14

Rationale of PPF:

Introduced in April 2011, the pupil premium funding (PPF) is allocated to children who are looked after by the local authority, those who have been eligible for Free School Meals (FSM) at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. The level of premium for 2013-14 is £900 per primary pupil, rising to £1300 per pupil for 2014-15.

The Department for Education use eligibility for free school meals as the main measure of deprivation at pupil level.

Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a pupil eligible for FSM achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

All schools are expected to use the PPF to 'close the gap' between those children from deprived backgrounds and their more affluent peers.

It is for schools to decide how the pupil premium allocated to their school is spent. Schools will be held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment. School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged children perform in each school. Since September 2012, schools have had to publish online details of their pupil premium allocation and their plans to spend it in the current year. We publish our information on the school website.

Overview of the school:

Number of pupils on roll	197
Number of pupils eligible for PPF	109
% of pupils eligible for PPF	55%
Amount of PPF per pupil	£953
Total amount of PPF received	£103,877

We encourage all parents to apply for free school meals, even if you do not want your child to have a school lunch. The reason for this is to ensure that our school receives the maximum amount of funding possible. For the year 2014/15 this amount per pupil will be increasing to £1,300. You can see how important it is that we access this money so that we can continue to focus on raising the achievement and emotional and social development, of all the pupils at our school, but particularly those eligible for PPF.

Expected outcomes and measure of impact of PPF funding:

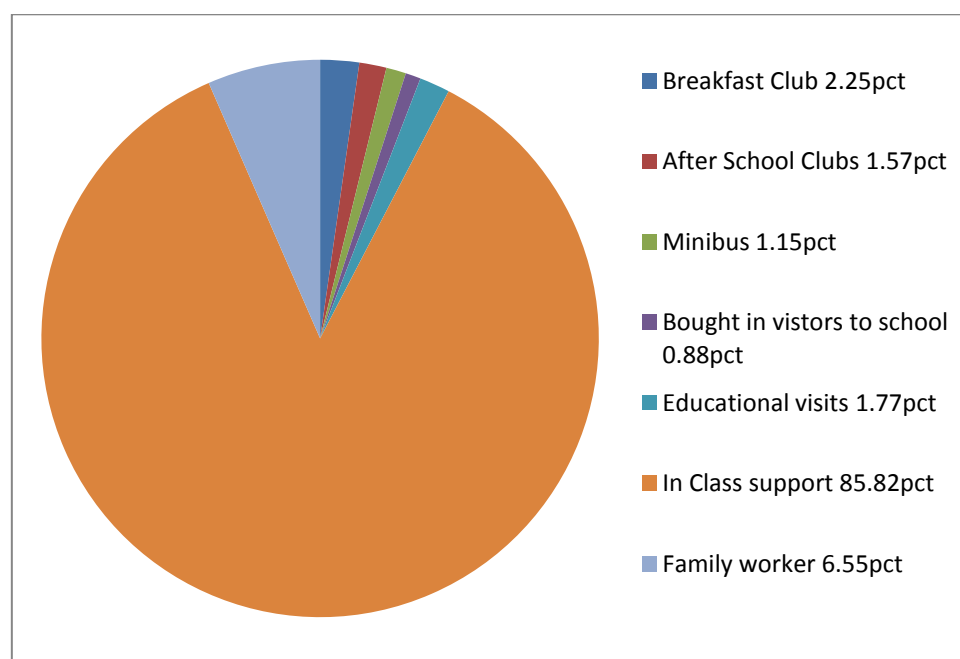
At Blenheim Primary school we believe in an holistic approach to education. Whilst we know that it is vitally important that all our children are prepared academically for secondary school and life thereafter, it is also important that they have life experiences that will add to and complement their academic learning. It is with both these aspects in mind that we have spent our Pupil Premium Funding.

All targeted pupils will find school a positive and rewarding experience. They will feel safe and mentally stimulated and enjoy experiences that they may not have encountered before. We will give them a broad, balanced and exciting curriculum, which extends beyond the school gates and school hours, and increases their life experiences. (parent and children questionnaires)

Academically, they will make the expected two levels progress between KS1 and KS2 (or be on track to do so). All targeted pupils, where appropriate and according to ability, will make a minimum of 4 points progress within each year. Their attainment, by the time they leave the school, will be in line with National expectations. The achievement gap between PPF pupils and non PPF pupils will narrow and eventually close. (school data)

Their attendance will be at least 96% each year, with punctuality of 98%. (school data)

School expenditure:



Breakfast club:

48% of attendees to Breakfast Club are PPF children. We encourage as many children as possible to come in early to school and take advantage of the social interaction, the chance to be on time for school and, of course, to enjoy a breakfast prior to starting the school day. The cost per child is 50p per day or £2.00 per week (40p per day), which we heavily subsidise.

	Expenditure	Income
Salaries (48%)	£3,513.12	
Food (48%)	£792.00	
Contributions (48%)		£1,755.52
Total	£2,548.60	

Impact:

Approximately 60 children attend breakfast club daily. Some come every day and others attend on an ad hoc basis. On average, 29 PPF children a day benefit from being in school on time, receive a breakfast and are ready to learn by the time lessons start.

After school clubs:

Many of our staff run After School clubs which are free to the children. The school uses PPF to pay the salaries of support staff that run the clubs and teaching staff give their time for free. In addition to these clubs, we also buy in specialist provision so that our children can enjoy expert tuition. In the last financial year over 400 places have been available for children to attend the various clubs, with nearly 60% of places being taken by PPF children.

	Expenditure	Income
Football	£1,386.00	£792
Tennis	£2,691.00	£1,656
Resources for free clubs	£150.00	
Total	£1779.00	

Impact:

During the course of the year all children have had the opportunity to attend after school clubs. They have all developed their social skills – such as working together as a team, turn taking, learning that they can't always win, etc.; learning new skills appropriate to the club attended- such as serving the ball in tennis, dribbling in football, ball control; knitting and sewing; developing artistic skills, etc. Although the academic impact of such clubs cannot be directly measured, exit questioning of the children shows that they have enjoyed attending the clubs and teachers comment that the development of their social skills has impacted on their attitudes to learning.

Mini bus:

The school mini bus was purchased a number of years ago to enable the school to go on as many school trips as possible and to take part in a greater number of sporting competitions, at a greatly reduced cost to the families of the children concerned. This year we have greatly increased the number of trips that each class has taken and also the number of sports tournaments we have entered. We use the mini bus regularly for curriculum activities, for example, to take the children to their swimming lessons. The cost of hiring a coach for each outing is at least £350. Since September there have been 14 trips that have avoided hiring of a coach, using the mini bus instead. We currently share the use of another school's bus, as they do ours, so that a whole class can travel at the same time. We also lend our bus to other schools so that they can benefit from it too.

	Expenditure	Income
Insurance	£700	
Tax & MOT	£250	
Fuel	£550	
Donations		£200
Total	£1,300.00	

Impact:

Children throughout the school have gone on school visits that they otherwise may not have experience. These have enabled them to develop their writing skills when applying their experiences in class and they have made gains in their social development.

Bought in visitors to school:

So that our children enjoy a range of experiences, we buy in services that we know our children will enjoy and that will enrich their learning. The majority of these we heavily subsidise using PPF.

	Expenditure	Income
Theatre company	£500	
Other	£500	
Total	£1,000.00	

Impact:

Children throughout the school have enjoyed experiences that they may otherwise not have had. Teachers have reported that these have impacted in class, particularly on things such as writing play scripts, etc.

Educational visits:

Through asking our children we know that many of them do not travel far afield or visit many places of interest. We want them to enjoy and enrich their learning through experiencing places and activities that they may never have done before. In order to allow so many trips to take place, we subsidise the voluntary contributions so that all children can go.

	Expenditure	Income
Subsidised amounts	£2,000	
Total	£2,000.00	

Impact:

Children throughout the school have gone on school visits that they otherwise may not have experience. These have enabled them to develop their writing skills when applying their experiences in class and the long term impact of such trips is immeasurable.

In class support:

We employ a classroom assistant for every class, to help support the children during their morning English and maths lessons. Along with quality first teaching, this is having an impact on the attainment and progress of children receiving PPF.

	Expenditure	Income
Salaries (mornings only)	£96,996	
Total	£96,996.00	

Impact:

As a new Senior Leadership Team we are only able to accurately measure the use of support staff and their impact on school attainment and progress since September 2013. All data analysis refers to learning between September 2013 and March 2014.

School data shows that the majority of children are making better than nationally expected progress across the school. The national expected level of progress for this period would be 2 points (1 sub level). All Key Stage 2 classes have made much better than expected progress, including PPF pupils. Although the attainment gap (the levels achieved overall) are not, as yet, closing, the attainment of all children is improving at a better than expected rate.

In Key Stage 1 the attainment gap is beginning to close in reading, writing and maths, which is positive. Progress in year 2, during this period, was far better than expected nationally. Progress from Year 1 does not, on paper, look as good. However, the measurement was taken from a different starting point as year 1 do not start the year working at National Curriculum levels but from the EYFS good levels of development.

When looking at data, other factors, such as the number of children with special educational needs or the mobility within a class, also have an impact on overall outcomes.

All classes are at least on track to achieve their end of year targets for attainment and progress.

KS1		Attainment September	Difference	Attainment March	Difference	Gap	Progress	Comment
Reading	PPF	9.5	1.71	11.88	1.68	-0.03	2.38	The gaps are slightly smaller
	non PPF	11.27		13.56			2.29	
Writing	PPF	8.43	2.21	10.67	1.92	-0.29	2.24	
	non PPF	10.64		12.59		1.95		
Maths	PPF	10.43	0.93	11.88	0.62	-0.29	1.45	
	non PPF	11.36		12.50		1.14		

KS2		Attainment September	Difference	Attainment March	Difference	Gap	Progress	Comment
Reading	PPF	18.77	1.62	22.29	2.02	+0.4	3.52	The gaps are slightly bigger
	non PPF	20.39		24.31			3.92	
Writing	PPF	17.13	2.01	20.49	2.42	+0.39	3.35	
	non PPF	19.14		22.91			3.77	
Maths	PPF	19.00	1.33	22.38	1.53	+0.2	3.38	
	non PPF	20.33		23.91			3.58	

Family worker:

Some of our children in receipt of PPF are in need of social, emotional and behavioural support. Attendance and punctuality can be an issue for some children and many of our parents and wider families need help in supporting their children to come to school, work well when here and behave appropriately both in and out of school. We know that a child will not make progress academically unless their emotional needs are met and they feel safe. To this end, we employ a family worker/ attendance officer who supports the children and families to address these issues.

	Expenditure	Income
Salary (50%)	£7,397.63	
Total	£7,397.63	

Impact:

Attendance at the school is good. Families who find it difficult to attend regularly or punctually are supported by our attendance officer and our attendance data shows an improvement for the same period last year. Whole school attendance at the end of March stood at 96.5% with punctuality at 98.5%. PPF attendance was 96% with punctuality at 97%.

It is difficult to measure the impact of the emotional support given to children and their families. However, pupil and parent surveys indicate strongly that children are happy to come to school and feel safe, know who to go to if there are any issues and believe that adults are interested in their welfare. All of this is supported through the work of our family worker.

Overall impact:

Attainment and progress throughout the school is improving. The majority of children (95%) feel happy and safe coming to school. Only 4% of children believe that behaviour in the school is not good. 89% like the after school clubs provided and 93% say that they get support in class when they need it.

Total spend April 2013 – March 2014:

£113,021.23 (an overspend of £9,144.23)