

PUPIL PREMIUM REPORT FOR 2012/13

The aim of this report is to outline the effectiveness of Pupil Premium spending in order to achieve the best outcomes for pupils who are eligible for free school meals and for looked after children (those in local authority care).

The Orchard Mission Statement

The Orchard Primary School:

- ❖ *has Islamic values at its heart*
- ❖ *is a place where every child matters*
- ❖ *is dedicated to the spiritual, academic and social development of its pupils*
- ❖ *is committed to a rich curriculum and strong community partnerships*
- ❖ *is building a firm foundation of Emaan for the pleasure of Allah and to promote lifelong learning*

Orchard School Context

Orchard is a one form entry school serving a deprived intake. It is positioned high in the upper quartile of the most deprived schools in Lambeth (top 25%) based on eligibility for free school meals (FSM), inward mobility and pupils at earlier stages of English (Lambeth Schools Disadvantage Index).

FSM pupil numbers are high compared to the local and national averages. The vast majority of pupils come from a minority ethnic background and have English as an additional language.

Pupils entering Reception include some with very little or no pre-school experience and a majority at an early stage of English.

There are 25 pupils per class, therefore cohort / group size and other factors (e.g. SEN) tend to have a stronger impact on the attainment and progress data compared to larger schools.

Pupil Premium Grant allocation for 2012/13: £73000

Principles Informing the Use of the Pupil Premium Grant

- School provision should meet the needs of all learners
- A range of factors can be used to categorise pupils as being socially disadvantaged, including those that are eligible for FSM and looked after children (LAC)
- Pupils eligible for free school meals sometime can have other factors that can be a barrier to learning (e.g. special educational needs)
- The school strives to ensure that vulnerable and disadvantaged pupils have their needs quickly identified and addressed
- The Pupil Premium Grant (PPG) will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium funded provision at any one time.
- A high priority focus for spending of the PPG will relate to securing the best rates of progress for vulnerable and disadvantaged pupils
- The school undertakes research to look at best practice examples (e.g. Sutton Trust toolkit on strategies that work) and evaluates the strategies deployed at Orchard. This is to ensure that the funds made available to the school are used efficiently and are focussed on strategies that are successful in achieving improved outcomes for learners.

FSM profile

	FSM in 2012/13 (FSM eligibility is subject to change during the school year)	Pupil Premium 'Ever 6' (July 2013 data) (% pupils having FSM status at any time in the past 6 years)
Rec	44%	36%
Y1	54%	54%
Y2	52%	64%
Y3	40%	56%
Y4	68%	80%
Y5	60%	88%
Y6	42%	79%

There were no pupils in the LAC category during 2012/13.

Objectives for Pupil Premium Spending 2012/13

A key priority for the school is to achieve above national standards for all learners and narrow attainment gaps between groups. The school continuously monitors all areas of work to help identify areas for improvement. A number of priorities were identified:

1. Raise attainment in maths across the whole school and for all groups, including FSM pupils
2. Improve end of KS1 and KS2 outcomes with special reference to maths and writing
3. Improving progress rates for slow moving pupils, including those eligible for FSM
4. Provide pupils the Early Years Foundation Stage with a strong start at Orchard School

These priority areas involved the use of a range of strategies to help meet the objectives. Staff ensured that FSM pupils were selected to take part in Pupil Premium funded provision to help meet the above priorities. The initiatives included some pupils who were not in the FSM/PP group but were in need of additional support.

Objectives	Strategies	Spending	Key targets	Outcomes
				PP=Pupil Premium FSM=Free School Meals
Raise attainment in maths across the whole school and for all groups, including FSM pupils	<p>Maths - a school improvement priority with an action plan</p> <p>Consultant support (Staff CPD, maths leadership)</p> <p>Maths booster classes and enrichment</p> <p>Y5 parallel maths lessons (Aut)</p> <p>Maths tuition</p> <p>Maths homework programme – Mathletics</p>	<p>£5000</p> <p>£2500</p> <p>£400</p> <p>£400</p>	<p>Raise attainment and progress in maths</p> <p>Secure good rates of progress in maths across the school</p> <p>Secure good rates of progress for all groups including FSM</p>	<p>All classes show raised attainment (+12% to +25% range)</p> <p>All classes show good progress in maths (APS +3.8 to +7.2 range)</p> <p>FSM in all classes show good progress</p> <p>The vast majority of pupils receiving maths tuition, boosters or enrichment were FSM/PP pupils and a large majority of these made good or outstanding progress during 2012/13.</p> <p>End of KS1 and KS2 targets for maths were exceeded</p> <p>Attainment in maths at the end of KS1 and KS2 was improved</p> <p>First set of L6s (x3) were secured in KS2</p> <p>Very positive feedback from pupils and parents about the Mathletics homework programme</p>
Improve end of KS1 and KS2 outcomes	<p>Additional teacher in Y6</p> <p>Additional TA support</p> <p>Booster classes for maths and writing (term time and holidays) SEE ABOVE</p>	<p>£20000</p> <p>£5000</p>	<p>Meet the ambitious targets set for Year 6 and Year 2, improving attainment at the end of each key stage (with special</p>	<p>Key Stage 2</p> <p>Outcomes have improved</p> <ul style="list-style-type: none"> • attainment in maths and reading is above national averages • attainment in writing broadly matches the national average • an increase in threshold levels in all areas

	<p>Small group tuition sessions for improving writing skills including grammar and achieving SATs targets</p> <p>AHT teaching and learning support in Y2 & Y4</p> <p>After school reading club for Y2</p> <p>Writing booster groups (Y5 & Y6)</p> <p>Enrichment programme (e.g. Newspaper Club)</p>	<p>£2000</p> <p>£2000</p> <p>£500</p> <p>£1700</p>	<p>reference to writing and maths)</p> <p>Raise attainment in writing and maths Including that of PP/FSM pupils</p>	<ul style="list-style-type: none"> • a significant increase in threshold levels for reading, writing and maths combined L4+ • Attainment of PP pupils has improved – it compares favourably with national averages • High percentage of pupils making expected levels of progress • Significant percentage of pupils making 3 levels of progress in writing and maths • PP and non-PP matched in progress for reading – all achieved 2 levels of progress • Large majority of pupils (including PP) exceeded the expected level of progress in reading • Good progress in reading, writing and maths, with many children making outstanding progress • A large majority of PP group achieved 3 levels of progress in maths and reading <p><u>KS2 data</u></p> <p>Writing L4+ = 88% (+20% from 2012)</p> <p>Writing PP L4+=84%</p> <p>Writing L5 = 33% (+29%)</p> <p>88% of PP pupils who were at the school through KS2 made good or better progress in writing</p> <p>Spelling, Grammar and Punctuation Test: 79% achieved L4+ (above national average)</p> <p>Maths L4+ = 92% (+24%)</p> <p>Maths PP L4+=89%</p> <p>Maths L5+ = 67% (+35%)</p> <p>Maths L6=13% (+13%)</p> <p>Maths PP = 89% made good or better progress</p> <p><u>Key Stage 1</u></p> <p>Outcomes have improved</p> <ul style="list-style-type: none"> • Targets have been met for writing and exceeded in maths and reading • FSM have outperformed non-FSM at Orchard • FSM at Orchard have outperformed Lambeth FSM • FSM at Orchard are well above 2012 national average for FSM • FSM pupils made good progress <p><u>KS1 data</u></p> <p>Writing L2b+ = 68% (+16%)</p> <p>Writing FSM L2b+=75%</p> <p>Maths L2b+ = 76% (+8%)</p> <p>Maths FSM L2b+=75%</p> <p>Maths L3 = 12% (+12%, includes 2 PP)</p>
<p>Improve progress rates for slow moving pupils</p>	<p>Specialist TA to support pupils with barriers to their learning in order that they develop basic skills (e.g. FFT Programme, phonics sessions)</p> <p>Additional teacher providing support for L/A focus groups in maths lessons</p>	<p>£15000</p> <p>£1000</p>	<p>Pupils to make good and better progress by improving their basic literacy skills, including phonics</p> <p>Focus on pupils who achieved 2c in maths so they can be on track to make 2 levels of progress</p>	<p>The vast majority of the pupils receiving this support made good progress and some made outstanding progress.</p> <p>All who were below the required standard in phonics in 2012 achieved the standard when re-tested in June 13.</p> <p>This initiative was showing low impact at the interim evaluation stage and was halted.</p> <p>The focus group received alternative provision during the summer (twice weekly sessions) which helped them consolidate their basic maths skills in preparation for Year 5.</p>

Provide pupils the Early Years Foundation Stage with a strong start at Orchard School	Additional full time TA in Reception Extra staffing to provide opportunity for supporting pupils who are most in need of additional input to help them make good progress.	£18000	Improve end of EYFS outcomes Secure good rates of progress for a large majority of learners Secure early identification of any barriers to learning and provide additional support as required	End of EYFS outcomes improved Orchard achieved above Lambeth and national averages for percentage of pupils achieving a Good Level of Development Orchard FSM matched or outperformed non-FSM. Orchard FSM performance was well above the Lambeth averages in all areas.
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2013 Performance Data Summary for Pupil Premium at the end of Key Stage 2 (unvalidated data)

APS= Average Point Score	Reading				Writing				Maths				Combined L4+ in reading, writing & maths
	L4+	APS	2 levels of progress	3 levels Of progress	L4+	APS	2 levels of progress	3 levels of progress	L4+	APS	2 levels of progress	3 levels of progress	
PP (19 pupils)	89%	28.9	100%	74%	84%	27.3	89%	53%	89%	30.5	89%	79%	79%
Non-PP (5 pupils)	100%	31.8	100%	80%	100%	30.6	100%	40%	100%	34.2	100%	80%	100%
Comparison	-11	-2.9	0	-6%	-16%	-3.3	-11%	+13%	-11%	-3.7	-11%	-1%	-21%

The school has scrutinised the above data and compared it to national averages.

- Attainment for the end of KS2 is much improved since 2012
- Attainment of the PP group has improved
- PP pupils have achieved very well compared to the national averages (both in terms of % achieving L4+ and the APS scores)
- there is a gap in attainment between PP and non-PP at Orchard School (demonstrated by both threshold levels and APS figures)

Background factors will have had some impact on the outcomes:

- The PP group was very large (19 pupils) in comparison with the non-PP group (5 pupils)
- The PP group included most of the SEN pupils

Key priorities for Pupil Premium Spending 2013-14

When preparing the PP spend plan, the school will take into account the strategies that work at Orchard School, the 2013 achievement data and recent trends in pupil achievement with the view to ensuring a number of key points:

- Outcomes for PP / FSM at the end of KS1 and KS2 continue to compare favourably with national averages for this group
- Attainment and progress for PP pupils at the end of KS2 is exceeding national averages in reading and maths and in line with the national average in writing
- PP/FSM pupils across the school make good or better progress
- The attainment gaps between PP/FSM and non-PP/FSM at the end of KS2 are narrowed