



PUPIL PREMIUM 2014/15 – THE IMPACT

Background

The Pupil Premium Grant is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been in care or “looked after” continuously for more than six months. The Pupil Premium also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

This page provides information about the Pupil Premium allocation at The Hermitage, how this has been spent and the impact the allocation has in ‘narrowing the gap’.

Our School

In 2014/15 the school received £83,596 as our Pupil Premium entitlement based on the current registered children on FSM and the Ever 6 FSM measure. At the end of the 2014/15 school year there were 54 pupils registered as Pupil Premium.

At The Hermitage we believe it is important to consider all of the needs of the children, and we place emphasis on providing emotional support, building self-confidence, and helping the children to be ready to learn. In this way we believe the academic support we provide will have more impact. We have therefore tailored a programme of interventions and support for the Pupil Premium children designed to meet their specific needs, and covering mentoring, sports interventions and opportunities for extra-curricular participation, in addition to a comprehensive package of academic interventions to enhance the children’s learning.

Spending 2014/15

	Cost:
Learning Mentor	£18,240
Focussed teaching groups	£5,280
1:1 Tuition Teacher	£24,292
RWInc 1:1 Tuition Teacher training	£540
RWInc interventions	£17,300
TA intervention groups	£9,682
Music Therapy	£5,500
Primary Sporting Development focus group	£1,820
Financial support for individual children attending residential trips	£970
Financial support for individual children attending day trips connected to curriculum learning	£73
Financial support for individual children to attend outside agency clubs	£64
Spending 2014/15	£83,761

Impact of support 2014/15

Item/Project	Objectives	Impact
Read Write Inc / Fresh Start training for 1:1 tuition teacher	To provide early intervention for pupils falling behind in reading and spelling	Pupils have access to more intervention opportunities ensuring that their needs are supported appropriately.
Music Therapy	To improve cognitive skills, confidence and self-esteem	All our Pupil Premium children were given the opportunity to benefit from these sessions. Teachers reported that children were more engaged in their learning and have gained in self-confidence in their classroom learning. 83% of pupils surveyed felt proud of their achievements in these sessions and 100% that the sessions had helped them to be more confident in their learning in class.
Primary Sporting Development focus groups	To improve team building and self-esteem	81% of our Pupil Premium children attended extra coaching sessions designed to encourage team building and self-esteem. 75% of the pupils felt that the sessions had increased their confidence in learning with 100% feeling proud of their achievements in these sessions. Teachers reported increased awareness among the pupils of collaborative working practices.
Subsidising the cost of residential school visits and day trips	To enable all Pupil Premium children to participate in learning out of school	5 pupils received financial support towards residential trips this year ensuring that these children were able to access experiences that would otherwise not have been able to. 9 children received financial support towards day trips linked to curriculum learning. This subsidy helped to ensure that all the children were able to feel included and participate in group learning.
Learning Mentor	To provide 1:1 & group mentoring for pupils with emotional and social needs	13 children have benefitted from support this year, attending weekly planned sessions as well as receiving ad hoc support when appropriate to support emotional needs. 100% of the children felt that the sessions had been helpful and that they not only felt more confident but had learnt a range of coping strategies that would help them in the future.
Focussed teaching groups	To provide focussed teaching for groups capable of moving into the next level	6 children in Year 6 benefitted from focussed teaching groups with a qualified teacher this year for reading, writing and maths. Smaller group focus allowed the teacher to explore different learning styles to ensure progress for children struggling to access in whole class learning.
1:1 Tuition teacher	To provide targeted	35% of Pupil Premium children accessed

	intervention for pupils falling behind in literacy in maths	learning with a 1:1 teacher this year in order to accelerate progress towards end of year expectations.
Read Write Inc interventions	To provide early intervention for pupils falling behind in reading and spelling	33% of children attended sessions designed to accelerate reading progress. 100% of the children said that they were proud of their achievements in these sessions and that they felt more confident in their reading ability. 89% of the pupils made accelerated progress and are no longer receiving support through this programme.
TA intervention groups	To provide early intervention for pupils making slow progress	The impact of support given by TAs is monitored throughout the year and adjustments made to the type of support and time given as appropriate to individual needs within the classroom setting. This year 27 of the Pupil Premium children received specific support through TA intervention.

Outcomes:

Year 6 - percentage of pupils attaining level 4 or above. Figure in brackets includes pupils from the school's Specialist Resource Centre:

	Maths	Reading	Writing	Spelling, Punctuation & Grammar
2014/15	82% (78%)	82% (78%)	65% (61%)	47% (44%)
2013/14	82% (77%)	82% (77%)	58% (54%)	50% (46%)

Years 3, 4 & 5 - percentage of pupils reaching end of year expectations for the specified year group. Figure in brackets includes pupils from the school's Specialist Resource Centre:

	Maths	Reading	Writing
Year 3	67% (45%)	50% (34%)	50% (34%)
Year 4	86% (75%)	79% (68%)	79% (68%)
Year 5	60% (54%)	70% (64%)	70% (64%)

Please note that because of the introduction this year of assessment without levels there is no comparative data from previous years.