



The Government has allocated a specific 'Pupil Premium Grant' (PPG) to every school. This is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been 'looked after' for more than six months, or children of service personnel.

The PPG is aimed at addressing the current underlying inequalities which exist between children from disadvantage backgrounds and their more affluent peers.

The DFE has given us the freedom to use the PPG as we see fit, based on the knowledge of our pupils' need.

The community of Davyhulme Primary School is unique and through discussions with our stakeholders they have helped us understand that they face these issues:

1. Closing the Gap nationally with their peers and closing the gap within our school.
2. Increasing opportunities available to them within the extra curriculum.
3. Building aspirations both in the short term and long term.

The senior leadership of the school have decided to meet those challenges in a variety of ways as you can see from the following.

Allocation for 2013/14 £65,600

This money has been used to fund the following initiatives;

Early intervention programmes, including numeracy and literacy, led by a HLTA

Teaching Assistant support both in class and small booster groups to ensure children reach their full potential in numeracy and literacy.

One to one tuition, to focus on individual needs of children, and address gaps in learning.

Enhance opportunities for specialist areas of the curriculum such as music and art.

Funding of school trips to enhance the curriculum and provide children with an opportunity to experience new and challenging activities.

Access to technology such as IPADs and extracurricular clubs to develop confidence and skills in this area

Provision of school uniform

Funding for club activities to ensure children have the opportunity to broaden experience and develop new skills.

Rewards for pupil premium children with excellent attendance, attitudes and work ethic, such as enhancement trips to the theatre or other venues which will enrich their lives and offer new experiences.

Impact

It is important to realise that when we attempt to show the impact of these strategies that we will not do so using only hard data from sources such as Raiseonline but that we will demonstrate other progress factors.

For example the Trip to London has been introduced to build the aspirations of ALL of our pupils within our community not just for this year but for years to come as an annual highlight of our school year. A minimum 50% of places are offered to PP children but we have tried to make the trip inclusive by taking 20 boys and 20 girls equally, taking into account some children from socially disadvantaged backgrounds (which have not registered on the official radar for one reason or another) and children who have earned their place through good attendance, diligence, resilience and general attitude to work. By taking this group to the capital city we are aiming to raise their aspirations (Reaching for the Stars) showing them scientific, cultural and historical centres which are celebrated nationally as well as throughout the world for their appeal and significance to the global development of civilisation and progress.

Sporting opportunities have allowed pupils to keep themselves active after school and during holidays as well as providing childcare for parents.

Specialist lessons in music and guitar have been paid for with a knock on effect of improvement in other subjects within school.

Private swimming lessons enabled pupils who had previously struggled with swimming to swim as well as their peers. The increased enjoyment and confidence was obvious and provided a natural boost to improvement in other academic subjects.

The IPAD lessons/club had a similar effect on those pupils who participated for not only did they access the latest technology but they were taught by one of the leading educators in this field – someone who has been leading learning with numerous colleagues both in this country and abroad.

The extra provision of weekly dance and music lessons have had a cumulative effect on improving the performance of children by improving their listening skills as well as physical dexterity and mobility.

The Hard Data

The Impact on the key skills was as follows:

Reading

In Reading in Key Stage 1, 9/12 or 75% of Pupil Premium pupils are working at Age Related Expectations or above.

7/12 pupils or 58% of Pupil Premium pupils made expected progress of 4 points or better.

In Reading in Key Stage 2, 16/17 or 94% of Pupil Premium pupils are working at Age Related Expectations or above.

14/17 or 82% of Pupil Premium pupils made expected progress of 3 points or better.

Writing

In Writing in Key Stage 1, 11 /12 or 92% of Pupil Premium pupils are working at Age Related Expectations or above.

10/12 pupils or 83% of Pupil Premium pupils made expected progress of 4 points or better.

In Writing in Key Stage 2, 12/17 or 71% of Pupil Premium pupils are working at Age Related Expectations or above.

15/17 or 88% of Pupil Premium pupils made expected progress of 3 points or better.

Mathematics

In Mathematics in Key Stage 1, 10 /12 or 83% of Pupil Premium pupils are working at Age Related Expectations or above.

7/12 pupils or 58 % of Pupil Premium pupils made expected progress of 4 points or better.

In Mathematics in Key Stage 2, 15/17 or 88% of Pupil Premium pupils are working at Age Related Expectations or above.

14/17 or 82% of Pupil Premium pupils made expected progress of 3 points or better.