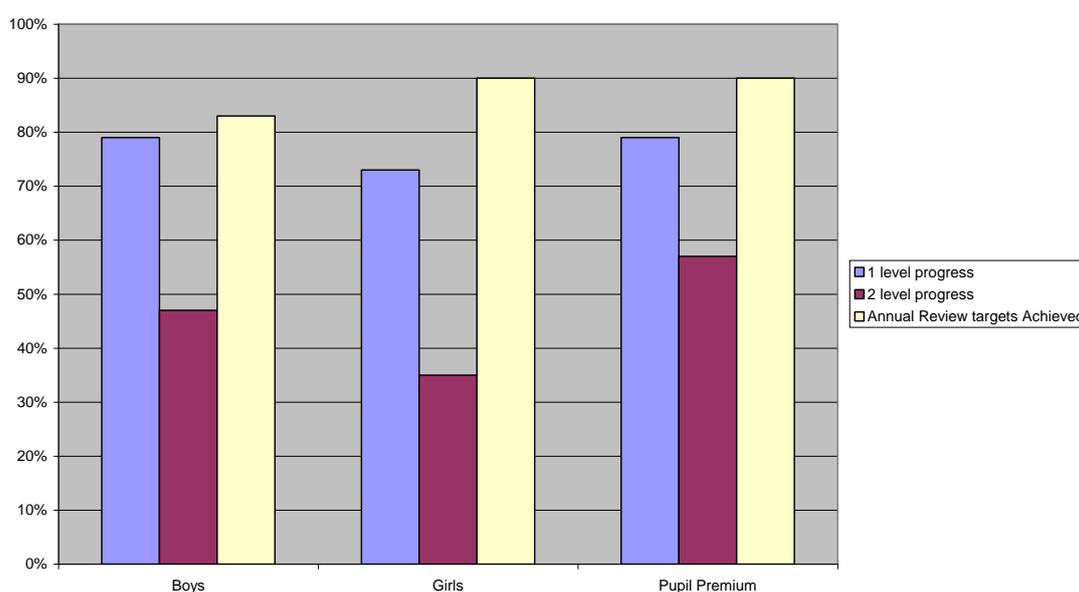


## Pupil Premium funding 2012-2013

Our Pupil Premium funding for 2012-2013 was £8650 and our end of Key Stage data for 2012/13 indicates that this funding was directed appropriately to closing the gap for this group of pupils. At the end of Key Stage 2013, 79% of progress for our pupils on FSM was at least 1 level over a Key Stage and 57% of progress was at least 2 levels. On average, pupils on FSM achieved 90% of their personal targets at Annual Review. These figures are above those for the whole school population indicating that pupil premium has been directed to narrowing the gap for this group of pupils and has provided appropriate targeted support.

Summary of Group Progress at end of Key Stage for 2013



Within some schools, Ofsted have identified that Pupil Premium is failing to have the intended impact due to general teaching and learning and assessment:

*“We believe at Ofsted that it is a combination of low expectations of what these youngsters can achieve, that their progress is not sufficiently tracked and what I would call...the curse of mixed ability classes without mixed ability teaching”. (Wilshaw)*

Our recent Ofsted in 2012 identified that all staff have “Exceptionally high expectations of all pupils. Immaculate attention is paid to planning work to help each individual achieve clearly stated targets for learning each lesson”.

At Pear Tree there is a focus on every pupil achieving their true potential through:

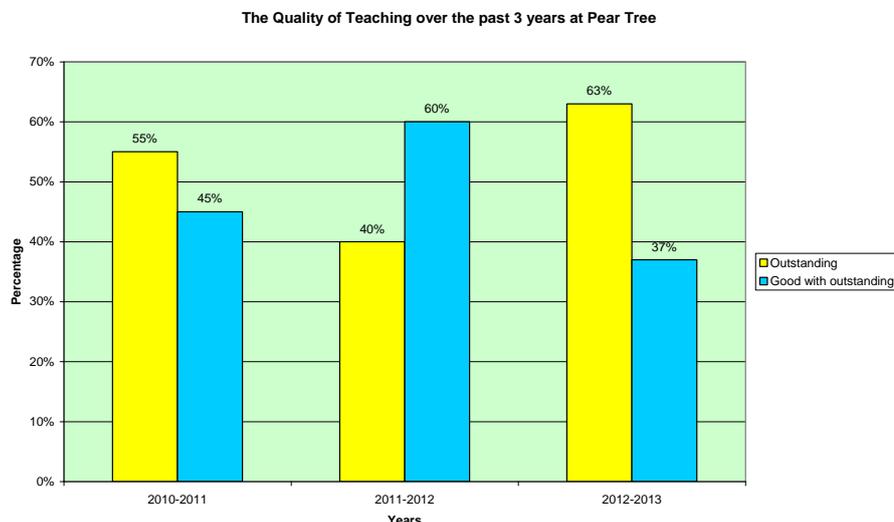
- Careful and meticulous baseline assessments on entry into school.
- SMART individual targets set for every pupil in annual reviews.

- SMART individual targets set for every pupil for each lesson which incorporate targets from the annual review where appropriate.
- All targets are shared with parents and any other settings that a pupil might attend.
- Annual target setting for pupils to identify challenging targets to work towards over a Key Stage.
- 6 monthly tracking of predicted targets to ensure that all pupils are on track to achieving their targets. New targets are set if progress is exceeding expectation.
- Assessment for learning is embedded within every class throughout school. All pupils are supported at an individual level to understand what they are learning, how well they are doing and what they need to do to improve. Parents are kept well informed on what their child is learning and appropriately levelled and differentiated homework is sent home weekly to every pupil to support learning.
- Moderation of pupil work ensures consistency of assessments.
- Annual data analysis monitors progress of all minority groups alongside the whole school population.

Throughout school all staff and pupils are committed to:  
*“Achieving the best they can in everything they do”.*

In addition to the above whole school interventions to close the gap on achievement, Pupil Premium funding was directed to provide the following interventions:

- A carefully planned and delivered range of CPD for new teachers and NQTs. During the academic year 2012-13, there was a significant change to the teaching staff throughout school with several NQTs appointed. A bespoke training programme was devised to ensure that all teachers had the necessary skills and knowledge to improve upon the standard of teaching, learning and assessment ensuring that every child was supported to achieve the very best they can in everything they do. As can be seen in the graph below, this had an extremely positive impact on the quality of teaching and learning throughout school.



- A new high level interest reading scheme was purchased for our Upper Key Stage 2 and Key Stage 3 pupils ensuring early reading skills could continue to be developed using age appropriate texts.
- Subsidised class trips for pupils receiving FSM ensuring equal access to learning opportunities for all pupils.
- High staffing levels to ensure effective and consistent use of positive handling plans and behaviour management strategies
- High staffing levels to ensure complex postural management programmes and physio programmes can be incorporated seamlessly into daily routines resulting in all pupils being able to access their education.
- Additional staffing to enable access to inclusion within local mainstream schools.
- Whole school training in managing challenging behaviour.
- Whole school training in the Solihull Approach which focuses on removing barriers to learning for children and their families.

#### Pupil Premium funding 2013-2014

Our actual allocated budget for 2013/14 is £13,500. We currently have 15 pupils on free school meals, 7 pupils on Ever 6, 1 service child and 2 looked after children. All of these pupils are in receipt of Pupil Premium Funding. This academic year, the following whole school interventions have been planned to ensure that throughout school, we are working to narrow the gap for our most vulnerable pupils.

Intervention	Cost	Intended impact
•Purchase 10 user license for Lexia through Loyne Learning Alliance.	Discounted through alliance £2756.55	•To improve the learning of phonics and early reading skills.
•Training for aquatic learning co-ordinator in planning for multi-sensory learning within the pool environment.	External courses £700 (See training file for more details)	•To improve the teaching and learning of early literacy and numeracy skills within the pool and allow greater access for pupils who are more motivated within the pool environment.
•Training for new multi-sensory co-ordinator to: 1) Develop her knowledge and skills of developing multi-sensory approaches to learning. 2) Sensory processing disorder/sensory integration/diets. This training will lead to Justine being a sensory integration therapist	External courses £2000 In school support 10 hours @ £11.50 (See training file for more details)	<ul style="list-style-type: none"> <li>•Multi-sensory small group work with identified pupils.</li> <li>•Greater knowledge and understanding of sensory processing and strategies to support the teaching and learning of pupils displaying sensory seeking behaviours and who are finding the learning environment difficult to manage.</li> <li>•Greater engagement of all pupils.</li> </ul>

<ul style="list-style-type: none"> <li>•Appropriate homework activities for all pupils including activities for PMLD pupils and activities for sensory processing.</li> </ul>	£500	<ul style="list-style-type: none"> <li>•Opportunities to extend learning at home.</li> <li>•Developing parental knowledge and understanding of what learning looks like for their child and how they can support learning at home.</li> <li>•Raise parental awareness of sensory processing and how simple strategies can support their child to better access/cope with the environment.</li> </ul>
<ul style="list-style-type: none"> <li>•Staff training in what outstanding teaching and learning looks like at Pear Tree School. (Twilight Inset) See School Priority.</li> </ul>	N/A-provided by RW/KW	<ul style="list-style-type: none"> <li>•Greater understanding of how to improve teaching and learning and better meet the individual needs of all pupils within a class.</li> <li>•Better understanding of how to judge progress within a lesson and over a half term.</li> </ul>
<ul style="list-style-type: none"> <li>•Inclusion project with Outdoor Vision in the summer term (TBA)</li> </ul>	Approximately £750	<ul style="list-style-type: none"> <li>•Development of Speaking and listening skills when working as part of a group.</li> <li>•Developing PSD skills and team work.</li> </ul>
<ul style="list-style-type: none"> <li>•Resources for teaching and learning activities within the home. (See attendance policy and procedures for pupils not well enough to attend school)</li> </ul>	£500	<ul style="list-style-type: none"> <li>•Access to appropriate educational activities for pupils who are not well enough to attend school, ensuring all pupils are supported to make as much progress as is possible.</li> </ul>
<ul style="list-style-type: none"> <li>•Rebound therapy training for LS and PT.</li> </ul>	£300	<ul style="list-style-type: none"> <li>•Further Improve pupils learning and engagement through appropriately planned rebound therapy sessions at an individual level.</li> </ul>
<ul style="list-style-type: none"> <li>•TA to support access to mainstream inclusion sessions.</li> </ul>	£1,199	<ul style="list-style-type: none"> <li>•At an individual level, enrich and extend learning opportunities alongside mainstream peers/role models.</li> <li>•Improve speaking and listening skills.</li> <li>•Improve social skills</li> </ul>
<ul style="list-style-type: none"> <li>•Additional TA support for identified pupils to access personalised timetables for health reasons.</li> </ul>	£1,199	<ul style="list-style-type: none"> <li>•Individual pupils are able to fully access postural management programmes and physio programmes appropriate to their level of need.</li> <li>•Pupils health is maintained/improved resulting tin them being well enough to attend school and access education.</li> <li>•Pupil attendance is high.</li> </ul>
<ul style="list-style-type: none"> <li>•Additional TA support for identified pupils to access personalised timetables to improve behaviour.</li> </ul>	£1,199	<ul style="list-style-type: none"> <li>•Serious incidents within school are reduced.</li> <li>•All pupils are able to access provision suitable to their learning needs.</li> <li>•Personalised timetables fully embedded for individual pupils resulting in pupils being better able to regulate their own behaviour and access their education.</li> </ul>

<ul style="list-style-type: none"> <li>•Purchase additional sets of dockside reading scheme to enable introduction of paired/group reading sessions at KS3.</li> <li>•Purchase additional levels of dockside reading scheme for new KS3 pupils.</li> <li>•Purchase new additional reading scheme “All Star High” to complement the Dockside reading.</li> <li>•Purchase additional low level reading books for KS1 to complement existing reading scheme.</li> </ul>	<p>£282.50</p>	<ul style="list-style-type: none"> <li>•Improve pupil engagement/interest in reading.</li> <li>•Provide age appropriate reading materials for KS3 pupils at appropriate level.</li> <li>•Improve attainment in reading</li> </ul>
<ul style="list-style-type: none"> <li>•8 Chromebooks</li> </ul>	<p>£2000</p>	<ul style="list-style-type: none"> <li>•Improve access to technology to enhance the teaching and learning across the curriculum throughout school.</li> </ul>