



PUPIL PREMIUM 2014

Aim: To raise achievement and to narrow the gap between low income and other disadvantaged families and their peers.

34.9 % of children at Harper Bell are eligible for FSM (62 pupils out of 256)

TOTAL ALLOCATION 7/12 SEPT-MARCH £ 80600.00 £1300 per pupil

PROVISION	DETAILS OF THE PROVISION	AMOUNT ALLOCATED	IMPACT OF THE PROVISION TO DATE AUTUMN 2014				
<u>Yr 6 Additional Support/ Intervention Teacher</u>	Targeted 1:1 small group reading/ writing and Success@arithmetic intervention, which close the gap for those children, who are below age related expected levels.	<u>£26334</u>	NAME	YEAR	READING APS	WRITING APS	MATHS APS
			A S	6	4	1	1
			A B	6	1	1	2
			K T	6	1	1	1
			L P	6	1	5	2
			A T	6	1	3	1
			K B	6	1	1	1
			J A	6	1	1	1
			M S	6	1	1	1
			S M	6	1	2	1
			E D	6	1	1	1
			M D	6	1	1	1
			R P	6	1	1	1
			L M	6	1	1	5



EAL Translators/ In -class support	A translating company is paid to work alongside the teacher to support children who are developing bilinguals and new to the school. Translators are used to support the baselining of pupils; induct the children into daily school life; liaise with parents and support pupils in core lessons.	£1000.00	NAME	YR	READ	WRITE	MATHS
	R E Arabic		3	1	1	1	
	M B Tigrinia		4	1	1	1	
	A I Italian, Bengali		4	1	1	1	
	C K Czech		5	Newly Arrived	Newly Arrived	Newly Arrived	
	S M Somali		5	1	1	1	
	H H Spanish		5	2	1	1	
	M Rumanian		6	1	1	1	
	E D Rumanian		6	1	1	1	
	B B Tigrinya		6	Newly Arrived	Newly Arrived	Newly Arrived	
	C D Rumanian		6	1	1	1	
	H M Somali		6	Newly Arrived	Newly Arrived	Newly Arrived	
	A A Farsi		6	1	1	1	
	R I Arabic		6	1	1	1	
	A V Rumanian		6	1	1	1	
	J A Somali		6	1	1	1	



Peripatetic Music Tuition	From Year 2, children have the opportunity to learn how to play an instrument. Children have a weekly lesson with a specialist tutor and have access to instruments to take home to practice. It is expected that children will take a Grade Exam by the end of KS2. Children eligible for pupil premium receive free tuition. <u>Concerts</u> All pupils play in concerts throughout the year.	<u>£8000.00</u>						
			NAME	YEAR	READING APS	WRITING APS	MATHS APS	
			K w	5	2	2	2	
			A w	4	1	1	1	
			C J	4	2	1	1	
			k D	4	2	1	1	
			O M	4	2	1	1	
Morning Club Salary & Resources	We provide a daily social morning club, which is subsidised for parents eligible for FSM. We have employed a 3 play workers to coordinate the service. A range of play equipment, to encourage the children to be engaged in social activities, has been purchased. Healthy snacks are provided as part of the daily morning session.	<u>£15966.00</u>						
			NAME		YR	READ	WRITE	MATHS
			D T		2	1	2	1
			L F		2	1	1	1
			M T		2	1	1	2
			R A		2	1	1	1
			A W		2	1	1	1
			J W		3	1	2	1
			S M		3	1	1	1
			T Z		3	1	1	1
			S N		3	1	1	1
			R G		4	2	1	1
			A W		4	1	1	1
			E G		4	1	1	2
			K H		4	1	1	2
			A K		4	1	1	2
			J R		6	1	-1	-1
			A M		6	2	2	1
			S M		6	1	2	1



			<ul style="list-style-type: none">• Reduced pupil mobility- support for parents who live outside of the locality• Support for parents who work or are students• Opportunities for social and language skills to be developed• Improved attendance and punctuality for children identified as being at risk of underachieving																																							
<u>Provision for Higher Attaining Pupils</u>	<p>In collaboration with other schools and King Edward VI Handsworth, six of our current year 5 pupils have been chosen to be a part of this exciting opportunity. Over the year children will have a number of literacy focused sessions designed to draw out their creativity around writing for a variety of audiences and in a number of settings. It is hoped that the things they learn will be brought back to their classroom and have an impact on everybody’s writing.</p> <p>The sessions take place at King Edward VI Handsworth. The children are accompanied by a member of staff and transported by minibus or people carrier.</p> <p><i>Round Midnight</i> split students into 4 groups. Each group looks at how creative writing is used in a range of media and art forms. Provisionally recommendations are that they will partake in 4 x 1 hour sessions on the following: song writing, radio (advertisement), film (script) and drama (news story). The final session of the day will be a show back and celebration of the work that has been produced. This will be filmed for the school to use as</p>	<u>£1300.00</u>	<table><tr><th>NAME</th><th>Y R</th><th>READIN G APS</th><th>WRITING APS</th><th>MATHS APS</th></tr><tr><td>D S</td><td>5</td><td>2</td><td>1</td><td>1</td></tr><tr><td>O W</td><td>5</td><td>1</td><td>1</td><td>1</td></tr><tr><td>K T</td><td>5</td><td>1</td><td>1</td><td>1</td></tr><tr><td>T M</td><td>5</td><td>2</td><td>1</td><td>1</td></tr><tr><td>J M</td><td>5</td><td>2</td><td>1</td><td>1</td></tr><tr><td>S U</td><td>5</td><td>2</td><td>1</td><td>1</td></tr></table> <ul style="list-style-type: none">• Improved language and communication skills• High achievers are further motivated though having additional well paced, language rich lessons where feedback is immediate and activities are stimulating.• Enables more able children to catch up, then keep up and sustain learning alongside their academic peers. Aspirations are challenged and children’s pathways are potentially changed• Long term opportunity for children to sit and pass 11+ test or to be able to apply for scholarship at Independent Schools• Greater number of children sitting the level 6 tests at the					NAME	Y R	READIN G APS	WRITING APS	MATHS APS	D S	5	2	1	1	O W	5	1	1	1	K T	5	1	1	1	T M	5	2	1	1	J M	5	2	1	1	S U	5	2	1	1
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	<p>a record of achievement.</p> <p>The Globe Theatre trip (provisionally) Wednesday 4th February</p> <p><i>Macbeth</i> workshop at KEVIH – March/April, schools to confirm dates they cannot do due to Easter holidays</p> <p>Creative writing workshop with Celia Rees – May/June</p> <p>Graduation ceremony – end June/beginning July.</p> <p>Certificates and ‘prizes’ to be awarded. Parents and head teachers to be invited to see students’ work.</p>		end of KS2 (Two children achieved level 6 in the Maths test in 2014)
Psychologist	An Educational Psychologist comes into school one afternoon each week to work with children who are experiencing family trauma, which may have an impact on the child’s social interaction with other children or their ability to focus and learn in the classroom. Sessions build a sense of self worth and confidence in the children.	<u>8000.00</u>	<ul style="list-style-type: none"> • Meet the emotional needs of children who may be falling behind because of friendship, social or emotional barriers to learning. • Children are more likely to believe they can control events that affect them and therefore build resilience
<u>Tracking system</u>	Software has been developed by consultants, which will enable us to track the progress and attainment of children in reading, writing and maths on a half termly basis.	<u>£7000.00</u>	<ul style="list-style-type: none"> • Children falling behind can be identified, so that interventions can be put into place quickly. • Gaps between groups can be identified and narrowed • Governors have a tool by which they are able to hold all staff to account • Teachers have access to key summative data that can be used to identify trends, patterns of learning and to inform future planning
<u>Enrichment activities/</u>	Each teacher is encouraged to supplement their classroom teaching with enrichment opportunities	<u>£13000.00</u>	<ul style="list-style-type: none"> • Enhance children’s education by bringing new concepts to light. These activities are fun for the children, but they



<u>Educational visits</u>	(sports, music, dance, residential, visiting artists etc.)		<p>also impart knowledge. They allow our children to apply knowledge and skills taught in school to real-life experiences.</p> <ul style="list-style-type: none">• Provide experiences which many parents would not be able to independently afford for their child• Results of questionnaires show that children enjoy coming to school – attendance has improved 96.4%• The attainment gap is narrowed for all groups by the end of KS2• Support Language development- sustained increase in age related expectations for writing• Improved quality first teaching• Consistent implementation of practice and expectations across school.• Increased percentage of children working at age related expectations• All pupils throughout the school are on track to make at least 1APS progress in the autumn 2014 term.
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