

Pupil Premium ‘Able and Talented’ learners

Able and Talented learners are high Priority:

To accelerate the progress of able and talented learners we have made ‘Able and Talented’ a fundamental part of the work we have done with Pupil Premium learners and ‘wider impact’ work with Non Pupil Premium learners. Colleagues are fully aware of three key objectives and use them to underpin additional intervention

- **To provide additional challenge and support for more able Pupil Premium children to ensure expected or above expected progress.**
- **To commit to ensuring a whole school understanding of the impact of additional Pupil Premium funding / intervention.**
- **To ensure the effective tracking of Pupil Premium children in order to show the impact on attainment, achievement and wider outcomes.**

At Horton Mill we have devised a system of termly Pupil Premium provision maps that are costed for individual children. Provision maps clearly identify how able and talented learners have been targeted in Reading, Writing and Maths, and the termly / annual progress they have made. Colleagues are ultimately highly focussed in ensuring able learners make accelerated progress.

There are noticeable successes because of the way we have targeted able learners (partly because of the direct impact of Pupil Premium allocation and as a result of the wider impact of Pupil Premium allocation), fundamentally in the example provided below.

Example of impact on ‘Able and Talented learners’:

During 2013-14 and 2014-15, the school has done some work into %’s of different ability groups in different subjects across school. Our ‘ability group’ definitions are as follows.

- ‘Higher’ ability: (Above / Well Above Age-related expectations, ie 1+ APS above expectations)
- ‘Middle’ ability: (Age-related / ‘Just Below’ Age-related expectations, ie = expected APS to 3 APS lower than expected)
- ‘Lower’ ability: (Well below Age-related expectations, ie 4+ APS lower than expected).
- ‘Higher / Middle’ ability combined.

As a result of specific targeted intervention for Able learners, we have seen the following improvements. Data compares children September 2013 and September 2014.

Improvements in % of children at ‘Higher and / or Middle ability’

	2013-2014	2014-2015	% increase over last 12 months
% Yr2-Yr6 within ‘Higher’ ability category in Reading, Writing and Maths	16.7%	22.3%	5.6%
% Yr2-Yr6 within ‘Higher’ ability category in Reading	25.9%	31.7%	5.8%
% Yr2-Yr6 within ‘Higher’ ability category in Writing	7.2%	12%	4.8%
% Yr2-Yr6 within ‘Higher’ ability category in Maths	17%	23.3%	6.3%
% Yr2-Yr6 within ‘Higher / Middle’ ability category in Reading, Writing and Maths	56.6%	67.1%	10.5%
% Yr2-Yr6 within ‘Higher / Middle’ ability category in Reading	59.4%	71.2%	11.8%
% Yr2-Yr6 within ‘Higher / Middle’ ability category in Writing	43.1%	56.1%	13%
% Yr2-Yr6 within ‘Higher / Middle’ ability category in Maths	67.4%	74.0%	6.6%

*NB: Data below includes averages from Yr2-Yr6
(See Vulnerable Groups file for further break downs)*

KEY QUESTIONS:

- **Are interventions for ‘Able’ children effective in our school?**
- **Are ‘Able’ children making ‘sufficient’ progress?**
- **Do ‘Able’ PP children compete well enough with ‘Able Non PP peers?’**

(See Vulnerable Schools files for further detail).

NB: This data defines ‘able’ as those children ‘Above Age-related’ expectations, looking at each subject separately.

CASE STUDY ONE: Year Six (2013-14) current Year Seven (2014-15):

INTERVENTIONS:

Here are some examples of interventions in place for 'Able' learners. *(See Vulnerable Groups file for costed Provision Maps detailing all interventions).*

- *Targeted after school English Booster (1 hour per week: one teacher and one HLTA).*
- *Targeted after school Maths Booster (1 hour per week: two teachers and one HLTA).*
- *Focussed Writing Booster (1 x 30 minutes per week: one teacher with group of 8).*
- *Mental Maths Boosters (2 x 30 minutes per week: one teacher with small group).*
- *Able and Talented 'Achieving Level Six' Club (1 hour per week: one teacher with group of 6).*

PROGRESS (last 12 months):

** As a result of interventions targeted at 'Able' learners, the following progress has been made.*

Pupil Premium children:

READING: 91% (10/11) of 'Able' learners made 'Expected Progress +' (4+ APS) and 55% (6/11) of 'Able' learners made 'Outstanding Progress' (5+ APS)

WRITING: 100% (3/3) of 'Able' learners made 'Expected Progress +' (4+ APS) and 66% (2/3) of 'Able' learners made 'Outstanding Progress'.

MATHS: 73% (11/15) of 'Able' learners made 'Expected Progress +' (4+ APS), 60% (9/15) of 'Able' learners made 'Outstanding Progress' (5+ APS).

* The 'wider impact' of additional Pupil Premium funding has also resulted in the following progress for 'Able' Non Pupil Premium learners.

Non Pupil Premium children:

READING: 91% (10/11) of 'Able' learners made 'Expected + Progress' (4+ APS) and 9% (1/11) of 'Able' learners made 'Outstanding Progress' (5+ APS)

WRITING: 67% (4/6) of 'Able' learners made 'Expected + Progress' (4+ APS) and 50%% (3/6) of 'Able' learners made 'Outstanding Progress'.

MATHS: 91% (10/11) of 'Able' learners made 'Expected + Progress' (4+ APS), 27% (3/11) of 'Able' learners made 'Outstanding Progress' (5+ APS)

* The success of additional interventions for 'Able' Pupil Premium learners now means that:

- In Reading, 'Able' PP children make the same 'Expected Progress +' Progress (4+ APS) as 'Able' Non PP peers (91%).
- In Reading, 46% more 'Able' PP children make 'Outstanding Progress' (5+ APS) than 'Able' Non PP peers.
- In Writing, 37% more 'Able' PP children make 'Expected + Progress' than 'Able' Non PP peers.
- In Writing, 16% more 'Able' PP children make 'Outstanding Progress' (5+ APS) than 'Able' Non PP peers.
- In Maths, 'Able' PP children do not yet make as much 'Expected + Progress' as Non PP peers (18% less)
- However, in Maths, 33% more 'Able' PP children make 'Outstanding Progress' (5+ APS) than 'Able' Non PP peers.

CASE STUDY TWO: Year Four (2013-14) current Year Five (2014-15):

INTERVENTIONS:

Here are some examples of interventions in place for 'Able' learners. *(See Vulnerable Groups file for costed Provision Maps detailing all interventions).*

- *Additional small group Reading or Reading Comprehension (1 x 30 minutes per week led by an LSA)*
- *Additional small group Supported Grammar (1 x 30 minutes per week led by an LSA).*
- *Emotional support group (1 x 30 minutes per week led by a Learning Mentor).*
- *Targeted English and Maths lesson (2 x 1hr per week led by the class teacher: within Literacy and Numeracy hour)*

PROGRESS (last 12 months):

** As a result of interventions targeted at 'Able' learners, the following progress has been made.*

Pupil Premium children:

READING: 100% (5/5) of 'Able' learners made 'Expected Progress +' (4+ APS) and 80% (4/5) of 'Able' learners made 'Outstanding Progress' (5+ APS)

WRITING: 100% (1/1) of 'Able' learners made 'Expected Progress +' (4+ APS) and 100% (1/1) of 'Able' learners made 'Outstanding Progress'.

MATHS: 100% (2/2) of 'Able' learners made 'Expected Progress +' (4+ APS), 100% (2/2) of 'Able' learners made 'Outstanding Progress' (5+ APS).

* The 'wider impact' of additional Pupil Premium funding has also resulted in the following progress for 'Able' Non Pupil Premium learners.

Non Pupil Premium children:

READING: 92% (11/12) of 'Able' learners made 'Expected + Progress' (4+ APS) and 83% (10/12) of 'Able' learners made 'Outstanding Progress' (5+ APS)

WRITING: 100% (7/7) of 'Able' learners made 'Expected + Progress' (4+ APS) and 71% (5/7) of 'Able' learners made 'Outstanding Progress'.

MATHS: 90% (9/10) of 'Able' learners made 'Expected + Progress' (4+ APS), 50% (5/10) of 'Able' learners made 'Outstanding Progress' (5+ APS)

* The success of additional interventions for 'Able' Pupil Premium learners now means that:

- In Reading, 'Able' PP children do compete with 'Able' Non PP peers in terms of %'s making 'Expected + Progress' and 'Outstanding Progress' (5+ APS)
- In Writing, our 'Able' PP child does compete with 'Able' Non PP peers and makes 'Outstanding Progress'.
- In Maths, 'Able' PP do compete with 'Able' Non PP peers for 'Expected + Progress' and 'Outstanding Progress'.

NB: We recognise there are smaller numbers of 'Able' PP children than 'Able' Non PP children in this cohort.

CASE STUDY THREE: Year Two (2013-14) current Year Three (2014-15):

INTERVENTIONS:

Here are some examples of interventions in place for 'Able' learners. *(See Vulnerable Groups file for costed Provision Maps detailing all interventions).*

- *Additional Structured Role Play opportunities to promote language and language structures. (1 x 30 mins led by a teacher or LSA)*
- *Targeted Additional Literacy lesson led by a class teacher.*
- *Targeted Additional Numeracy lesson led by a class teacher.*
- *Additional Reading session (small group) led by an LSA*

PROGRESS (last 12 months):

** As a result of interventions targeted at 'Able' learners, the following progress has been made.*

Pupil Premium children:

READING: 100% (4/4) of 'Able' learners made 'Expected Progress +' (4+ APS) and 50% (2/4) of 'Able' learners made 'Outstanding Progress' (5+ APS)

WRITING: 100% (1/1) of 'Able' learners made 'Expected Progress +' (4+ APS) and 100% (1/1) of 'Able' learners made 'Outstanding Progress'.

MATHS: 100% (5/5) of 'Able' learners made 'Expected Progress +' (4+ APS), 100% (5/5) of 'Able' learners made 'Outstanding Progress' (5+ APS).

** The 'wider impact' of additional Pupil Premium funding has also resulted in the following progress for 'Able' Non Pupil Premium learners.*

Non Pupil Premium children:

READING: 100% (7/7) of 'Able' learners made 'Expected + Progress' (4+ APS) and 29% (2/7) of 'Able' learners made 'Outstanding Progress' (5+ APS)

WRITING: 100% (5/5) of 'Able' learners made 'Expected + Progress' (4+ APS) and 60% (3/5) of 'Able' learners made 'Outstanding Progress'.

MATHS: 100% (5/5) of 'Able' learners made 'Expected + Progress' (4+ APS), 100% (5/5) of 'Able' learners made 'Outstanding Progress' (5+ APS)

** The success of additional interventions for 'Able' Pupil Premium learners now means that:*

- *In Reading, 'Able' PP children do compete with 'Able' Non PP peers in terms of %'s making 'Expected + Progress' and 'Outstanding Progress' (5+ APS)*
- *In Writing, 'Able' PP children do compete with 'Able' Non PP peers in terms of %'s making 'Expected + Progress' and makes 'Outstanding Progress'.*
- *In Maths, 'Able' PP do compete with 'Able' Non PP peers for 'Expected + Progress' and 'Outstanding Progress'.*

NB: We recognise there are smaller numbers of 'Able' PP children than 'Able' Non PP children in this cohort.