

<b>Number of pupils and premium grant received 2013-2014</b>	
Number of pupils	447 (October 2013 census)
Number of pupils eligible for PPG	123
Amount of PPG received per pupil	£900
Total amount received	£106,200

### **Nature of support**

The funding for PPG for 2013/2014 has been used in the following ways:-	
<ul style="list-style-type: none"> <li>• Non-contact time for teachers to work with the leadership team to scrutinise children's writing, with a focus on PP children and strategies for moving forwards - All year groups.</li> </ul>	£7,000
<ul style="list-style-type: none"> <li>• Small group tuition (after school) to improve reading comprehension skills for 10 PP children in year 6 and to revise mathematical concepts</li> </ul>	£2,000
<ul style="list-style-type: none"> <li>• Teacher employed to teach reading strategies to individuals and small groups in year 6</li> </ul>	£7,600
<ul style="list-style-type: none"> <li>• Directed time for teaching assistants – delivery of intervention strategies</li> </ul>	£14,000
<ul style="list-style-type: none"> <li>• TA's employed to provide 'nurture support' and pastoral care</li> </ul>	£13,000
<ul style="list-style-type: none"> <li>• Early bird 'reading activities' targeted at year 6 reluctant readers, including early morning snack</li> </ul>	£1,250
<ul style="list-style-type: none"> <li>• More able mathematicians in years 5 and 6 taught in smaller groups (teacher led), with a focus on independent learning and higher order thinking skills</li> </ul>	£26,000
<ul style="list-style-type: none"> <li>• Management and leadership in targeting and monitoring of effective interventions. Assessing impact to determine that PP children are on track to achieve required levels of progress. Sharing information with class teachers and teaching and learning assistants</li> </ul>	£13,000
<ul style="list-style-type: none"> <li>• CPD to ensure that support staff are confident in the delivery of interventions and can track progress</li> </ul>	£2,000
<ul style="list-style-type: none"> <li>• Contingency for in year transfers of pupils and individual change in circumstance</li> </ul>	£2,000
<ul style="list-style-type: none"> <li>• Enrichment activities (residential adventure weekend, breakfast club) out of school clubs</li> </ul>	£1,500
<ul style="list-style-type: none"> <li>• Speech and language specialist support for targeted individuals</li> </ul>	£6,500
<ul style="list-style-type: none"> <li>• Speechlink software and delivery of programme</li> </ul>	£1,750
<ul style="list-style-type: none"> <li>• AfA – Continuing development of the programme within school (training, non contact time)</li> </ul>	£1,500
<ul style="list-style-type: none"> <li>• Continuing professional development for all staff</li> </ul>	£3,500
<b>Total expenditure for the year</b>	<b>£100,602.00</b>

### **Measuring the impact of Pupil Premium Spending**

- School data reflects that 62% of pupil premium children made four or more points progress in writing during the year. Of this group 29% made accelerated progress of 5 – 9 points progress during the year.
- Small group tuition for reading was successful for the ten pupil premium children who were targeted. 100% of this group made two full levels of progress in reading when comparing their KS1 and KS2 reading results. This exceeded the success rate for non-pupil premium children who were targeted, where 83% made two full levels of progress.
- Small group tuition for maths was effective for 85% of the pupil premium children who were targeted and made two full levels of progress. Again this exceeded the success rate of the non-pupil premium children who were targeted, with a success rate of 83%.
- The early bird reading sessions were successful for 67% of the group who were targeted.
- The pastoral support offering nurture was a huge success for some individuals. One child was able to make progress from level 1 scores at KS1 in reading and writing, to score level 5 in both subjects at the end of KS2.
- School leaders regularly track the progress of pupil premium children as a group within the school. Whole school averages reflect virtually no gap between pupil

premium children and non-pupil premium children.

- The more able maths sets in years 5 and 6 were very successful with 100% of both pupil premium children and non-pupil premium children in the year 5 group being assessed as working at or beyond age related expectations. The year six more able group had 100% of pupils in this group achieving a Level 4b+ or better in the KS2 tests. Of the pupil premium children in this maths set, 67% exceeded their targets from KS1, gaining level 5 in maths having been expected to achieve level 4.
- Year 6 SAT data reflects that the more able children in receipt of the PPG achieved Level 4+ in English and Maths (combined) than those not eligible. The number of pupil premium children who achieved level 4+ in maths was 81%, being significantly higher than the non-pupil premium, of whom 69% achieved level 4+ in maths. The only gap for the year six cohort (2013-14) was in level 4+ reading. Pupil premium performed slightly less well than a non-pupil premium children with a differential of only 3%. In all subjects more pupil premium children made two full levels of progress than non-pupil premium children.
- Key stage 1 data reflects that more pupil premium children attained level 2b+ in reading and maths than non-pupil premium eligible children. The pupil children however performed less well at attaining a level 3 in all of the areas. Pupil premium children must therefore be a focus for accelerating learning beyond the age related expectations.
- The SENCO has data on interventions which has been targeted at individuals who are eligible for the pupil premium grant and also have Special educational needs. 'Lexia' and 'Language link' have been found to have the greatest success for individuals. These interventions will be made available in the next school year. (Please see or local offer).
- In addition to 'Lexia' and 'Language Link' a small group of children were targeted as part of 'Achievement for all'. In maths 100% of this group made 4 points progress or better, with 34% of this group making accelerated progress. 67% of this group made 4 or more points progress in writing. 84% of this group are on track for two levels of progress in writing, and 67% are on track for two levels of progress in maths. Data for reading, for this group is still a concern, and this group will continue to be supported by the 'Achievement for All' programme in the next school year.
- A number of TA's have been trained in the delivery and tracking of interventions. All know the specific needs of children who are eligible for the pupil premium grant.
- A number of pupils in years 5 and 6 were provided with a subsidy towards the school residential visit to PGL. Although it is difficult to show the benefit of this on attainment, adults attending the visit were able to share some magic moments when individuals were able to overcome their fears to take part in activities such as climbing and raft building. Many children surpassed their own expectations. Children co-operated well during team building tasks and it is hoped that the experience will add to personal resilience. The school blog reflects some of the children's experiences.
- Early years data reflects a varying pattern. In PSED, the pupil premium children performed well in 'making relationships and 'managing feelings and behaviour.' Other strengths for this group of children are in 'understanding of the world', 'reading' and exploring and using media. For the next school year support staff will be directed to support learners in order to narrow the gap in all areas of learning.
- The ability to decode words using phonics (Year 1 phonics screener) highlighted a gap between pupil premium children and non-pupil premium children, with the performance of both groups being a concern. The pupil premium grant will, therefore, need to be directed towards phonic teaching in the new year 2 in addition to the new year 1 in preparation for phonic screening.