



## WOODTHORPE PRIMARY SCHOOL

## PUPIL PREMIUM EXPENDITURE REPORT TO GOVERNORS

## AUTUMN TERM 2014

(Progress reported September 2013 – July 2014)

**What is Pupil Premium?**

The Pupil Premium Grant (PPG) gives schools extra funding to raise the attainment of disadvantaged pupils from Reception to Year 11.

It was introduced in April 2011 to give schools £400 per year for:

- every child currently registered as eligible for free school meals, referred to as *FSM*
- children who have been looked after for 6 months or longer, referred to as *CLA*

**Funding for 2012 to 2013**

From April 2012, pupil premium funding was also extended to:

- all children eligible for free school meals (FSM) at any point in the past 6 years, referred to as *Ever 6*.

**Funding for 2013 to 2014**

In the 2013 to 2014 financial year, funding for the pupil premium increased to £900 per pupil.

All pupils in primary schools also attract an additional £53. This means that schools got a total of £953 for each primary school pupil premium pupil in the 2013 to 2014 financial year.

**Funding for 2014 to 2015**

In the 2014 to 2015 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,300 for primary-aged pupils

Schools will also receive £1,900 for each looked-after pupil who:

- has been looked after for 1 day or more or
- was adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order

Woodthorpe total number of pupils on roll (July 2014)	<b>404</b>
<b>Woodthorpe total amount of PPG received in 2013 – 2014 financial year</b>	<b>£104,618</b>
Woodthorpe number of pupils eligible for PPG January 2014	<b>83</b>
Woodthorpe amount of PPG received per pupil April 2014 (based on January '14 census)	<b>£136, 900</b>

At Woodthorpe Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. Pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

Schools are also held to account through performance tables, which include data on:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

### The Objectives of Pupil Premium spending 2013/2014

The Governors and teaching team are continually targeting PPG with the aim of:

Using the Pupil Premium Grant to **narrow and close the gap between pupil groups**. As a school we have a track record of ensuring that vulnerable groups of pupils make better progress than other group comparators. When making decisions about using pupil premium funding we believe it is important to consider the context of the school and the subsequent challenges faced. Common barriers for some of our FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We look at our children's specific needs and design our programmes around them.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and a huge amount of qualitative data was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures have guided us in deciding where and how to spend our pupil premium allocation.

We have also used existing researches and publications including those from the OFSTED Good Practice series, and The Pupil Premium: How schools are spending the funding successfully to maximise achievement as well as findings of studies undertaken by the SUTTON TRUST to enable us to make decisions relating to provisions.

We have invested heavily in ensuring that the success of our phonics programme is sustained by ensuring 100% of our staff (teachers and support staff) receive comprehensive training, and that resources and materials are updated and reviewed regularly. We also secured high quality and additional personnel time to implement key interventions to maximise progress.

We have sought enhanced provision through external organisations and identified opportunities for children to have an enriched experience of the curriculum. Problem solving projects in mathematics, artistic and musical provision and sporting experiences are just a few of the curriculum enrichment areas we focused on this year.

We are delighted with our Key Stage 2 results which show that the school is going from strength to strength. The results reflect the hard work of staff, excellent partnership working with parents and a determination to ensure that EVERY child succeeds. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupil premium pupils make good progress, but

historically levels of attainment are lower for FSM– this is also a national trend.

## Annex D

Through expanding targeted interventions we are working to eliminate barriers to learning and progress. An increasing and significant percentage of our children start school with attainment lower than the national average on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school.

Targeted support is being provided through a variety of ways, as detailed below. These interventions support children in knowing where they are and what they need to do to improve their work. Increasing parental engagement has been a major focus. The school has introduced additional half termly parent teacher meetings to identify ways forward for supporting children at home. We share targets and ways forward to ensure we are working together for children who would benefit from a boost to get them back on track or who would benefit from support to accelerate progress to higher levels of attainment. At parents evenings we share their child's level and discuss what interventions children are partaking in and what their targets are. Targets are also at the front of core subjects books which are shared during termly open afternoons. There has also been a range of family learning opportunities on offer to help parents develop their own skills in English and maths.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

### **Key Principles**

#### ***Building Belief***

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

#### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school in addition to their individual classes
- We use research, best practice guidance and the knowledge of our children to support us in determining the strategies that will be most effective

#### ***Identification of Pupils***

We will ensure that:

- ALL staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing “even better if....”

#### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of good teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality C.P.D. (Continuing Professional Development)
- Improve assessment through joint levelling and moderation both within school and through the West Partnership of schools.

#### ***Increasing Learning Time***

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality through actively supporting families

- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
- Early mornings and after school support including Homework Club

### **Individualising Support**

*“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using outstanding practitioners to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide and providing high quality training
- Working with other agencies to bring in additional expertise
- ‘Right to Read’ – volunteer readers
- School Home Support
- Providing extensive support for parents through family learning, and dedicated in school high intensity support
- Developing parental skills (Literacy, Managing Money, Phunky Foods, Keeping Up in Maths) to support their children’s learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence (e.g. providing Emotional Literacy Support)

### **Going the Extra Mile**

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time.

## Pupil Premium and Well-Being and Pastoral Care

We specifically track our pupil premium children in many ways for example:

- Attendance
- Attainment
- Progress
- Emotional and Social support programmes
- Detention
- After School Club uptake (see Sports Premium report)
- Inclusion in enrichment activities

We then respond at an individualised level to ensure each child is supported to fulfil their potential.

We also ensure that we provide 1-1 support for some of our pupil premium children and families to support them both in school and in their wider community.

### Curriculum Focus Impact

As a result of all the support and interventions in each year group (outlined in Appendix One) which are made possible through receiving pupil premium funding we have evidenced (Appendix Two) all the school's achievements, of which there are many, against national standards.

When assessing the impact of teaching and support in school the following guidelines apply to the outcomes shown in the table below:

Key Stage 2 Progress in core subjects:

**3.3** Average point score a year (A.P.S.) which is nationally recognised as **expected** progress.

**3.6+** Average point score a year (A.P.S.) which is nationally recognised as **accelerated** progress.

Target Group	Project	Objective	Outcome
All pupils	Quality First Teaching	Raise attainment of pupil premium children	<p>2014 Year 1 Phonic screening – 83% of Pupil Premium children achieved Working At.</p> <p>2014 The Year 2 cohort comprises of 25% Pupil premium. Of this only 5.76% re-sat the phonics screen of which only 1.92% didn't achieve Working At.</p> <p>Key Stage 1 pupil premium children made:            Reading: <b>6.50 APS</b>            Writing: <b>6.10 APS</b>            Maths: <b>6.20 APS</b></p> <p>Key Stage 2 pupil premium children made:            Maths: <b>3.86 APS</b>            Reading: <b>4.14 APS</b>            Writing: <b>3.85 APS</b></p> <p><b>This represents accelerated progress in both Key Stages and an increase on 2013 and shows that interventions have a positive impact.</b></p>
All	Walking Bus	Ensure children are able to come to school on time	Increase in the number of children using the service. Of those that use the walking bus of whom are Pupil Premium attendance has increased to 96.57% which is outstanding and above the national average.
All	Breakfast Club	Subsidise the service to keep costs low	Children are in school ready and on time.
All	Behaviour Support	Allocate key workers to ensure children are ready to learn	Personalised behaviour provision has been provided to specific pupil premium children and ensured that they are receiving 1-1 support to meet their needs.
All	Emotional Literacy Support	To train staff and provide specific support to facilitate increased engagement in learning	Children are settled and ready to learn and their progress is accelerated. Social, emotional and behaviour does not impact on learning.
All	Children's Champion Teacher	<p>To increase home school support</p> <p>To monitor, address and support attendance at school</p> <p>To increase parental engagement with school</p> <p>To provide individualised support</p>	<p>Attendance:            2.46% of the whole of Woodthorpe School population are Persistent Absentees (P.A.) with 0.7% being pupil premium P.A.</p> <p>Pupil premium children who are persistent absentees (where attendance is 85% and below) are supported through family meetings to improve their attendance.</p> <p>As a result of 1-1 meetings and our proactive approach the % of P.A. children has decreased overall and attendance has improved for PA pupils with the impact of 67% of the 0.7% overall achieving their best attendance over three years.</p> <p><i>NB PA children tend to be ones that are new to the school.</i></p>

**School Priorities and Planned support for Academic Year 2014 - 2015**

Continue to accelerate rates of progress to close attainment gaps, specifically in EYFS upon entry and as pupil premium move through school by means of individual tracking and personalised support.

Provide a speaking and listening intervention to address the increasing need, identified from entry baseline information.

Continue to review and expand the range of intervention opportunities on offer to meet needs and learning styles appropriate to the individual.

Increase the time given to the Assistant SENCO to develop activities and promote parental engagement in school and raise aspirations for disadvantaged families.

Continue to promote family learning opportunities provided in school for parents in key literacy and numeracy skills resulting in increased engagement.

Focus on improving whole school writing.

Increase the % of FSM children making more than expected progress in maths.

Close the gap further so that FSM children match or exceed the performance of Non-FSM children Nationally.

Continue to fund additional support provision using our highest quality teachers to deliver specific end of key stage provisions.

To provide opportunities for all children to access learning through ICT outside of the school day via providing a range of clubs.

Continue to assiduously tackle and improve attendance to close the gap to the National data.

**APPENDIX ONE - Record of Pupil Grant Spending Overview by Initiative**

**Annex D**  
Year 6

<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Blending and segmenting intervention	Key worker allocation	Rapid Read intervention	Rapid Phonics	Rapid Read	Supporting writing to Level 3	Supporting two levels progress in reading intervention group
Phonic boosting sessions	Time to talk intervention	Rapid Phonics intervention	Rapid Read	Rapid Phonics	Securing Level 4 in writing	Achieving Level 4 writing booster group
Managing Feelings and Behaviour intervention	Rapid Phonics	Time to Talk intervention	Quest literacy intervention	Extending to Level 4 Reading Comprehension support	Improving reading and comprehension	Achieving Level 4 reading booster group
Number recognition and 1-1 correspondence	Additional reading intervention programme	Bug Club	Bug Club	Getting to Level 3 writing intervention	Rapid Phonics Intervention	Gaining high Level 5 reading skills and boost for Level 6
Speech and Language Intervention	Reading and Phonics boost x 2	Spaced Out Maths (violet) intervention	Daily 1-1 Reading individualised support	Daily 1-1 Reading individualised support	Rapid Read	Bug Club
Bug Club	Bug Club	Springboard maths intervention	Monster Maths	Mathletics	Maths Booster	Rapid Phonics Intervention
	Monster Maths Intervention	Monster Maths intervention	E..L.S.A. support	Securing levels intervention	Securing Levels in Maths intervention	Securing solid Level 4a+ and equipping for Level 5 booster
	Numicon personalised support programme	Behaviour support bought in service 1-1	Bought in SEN support services	E.L.S.A. Support	Mathletics	Supporting two levels progress in maths intervention group
	Emotional Literacy Support Assistant(E.L.S.A.) support	E.L.S.A. support	Attendance Management	Socially Speaking intervention	Early bird Mathletics club	Early bird Mathletics club
	Behaviour support bought in service 1-1	Hearing Impaired support	Homework Club	Family Early Help Assessment Support	1-1 Individual Support	E.L.S.A. Support
	Attendance Management	Booster x 3 afternoons	Brainwaves Club provision	1-1 x 13 hours weekly support	Homework Club	Attendance Management
	CAF support		CAF Support	Homework Club		Homework Club
						Managing Behaviour Support
						Supporting residential costs

**Headline Data**

**Overall our children have performed better in 2014 than in previous years.**

**How Do We Compare Nationally?****Context**

The 2013 Raise on Line Report produced for all schools by the DfE stated that Woodthorpe School has 30% of pupils taking FSM this was in comparison to the National of 26.7%.

Please note that the next published set of DfE National results will be Autumn 2014.

**Absence Data**

2013 Absence data for our FSM was 6.5%, 0.2% higher than the National of 6.3%. in 2014 this was reduced to 5.83%.

Persistent Absentees for our FSM was 7.1%, 0.3% higher than the National of 6.8%

In order to tackle this in Sept 2013 we formed an attendance task force comprised of a teacher, a governor and a Local Authority representative. We now produce detailed termly tracking reports to governors. Current tracking indicates that FSM absence is 6.15%. The Local Authority takes a lead where absence does not improve following whole school actions.

**Phonics**

In the Key Stage 1 phonics screening, we continue to exceed the National benchmark of 69% and achieved 82% maintaining our high standards of previous years. This is a result of carefully dissecting our practice and implementing an action plan modelled on the DfE document 'Phonics Screening Check: Responding to the Results'. We have invested heavily in the phonic resources and interventions.

**Year 1 Phonic Screen**

In 2013 77% of FSM pupils achieved the National level at Woodthorpe. This was **20% higher** than the National of 57%.

The school closed the gap between FSM and Non-FSM from a 24% gap in 2012 to a 5% gap in 2013, this gap continues to be positively addressed with a high % of pupils meeting the required standard in 2014.

**Year 2 Phonic Screen**

In 2013 79% of FSM pupils (Free School Meals) achieved the National level at Woodthorpe. This was **17% higher** than the National of 62%.

**Attainment at Key Stage 1**

2012 saw the attainment gap closing between FSM and their National counterparts but widening again in 2013 due to a cohort that had come in well-below national expectations overall . In 2014 we sought to close that gap completely with the impact of successfully having closed the gap with 0.6 APS increase on 2013 National Data in Reading, 0.8 APS increase on 2013 National Data in Writing and 0.3 APS increase on 2013 National Data in Mathematics. This has resulted in closing the gap between our FSM children and National data for Non-FSM children as follows:

2013 Reading 3.8 APS gap

2014 Reading 1.4 APS gap

2013 Writing 3.8 APS gap

2014 Writing 1.2 APS gap

2013 Maths 3.6 APS gap

2014 Maths 1.4 APS gap

This represents a positive impact on pupil premium children.

Since 2011 the school has continued to close the gap between FSM and Non-FSM within school, with an increase in the % of pupil premium children attaining Level 4+ in Reading, Writing and Maths.

Our pupils matched the National data in Attainment Average Point Scores (APS) in Mathematics, Reading and Writing (Teacher Assessment) combined at 26.7 APS.

In Mathematics we exceeded the FSM National Data set at 27.4 APS compared with 27.0 APS. We expect our APS for FSM children in 2014 to be 27.5 APS.

In Reading we were slightly below the FSM National Data set at 26.2 APS compared with 26.9 APS. We expect our FSM children in 2014 to be 28.0 APS.

In Writing we were in line with the FSM National Data set at 25.8 APS compared with 25.9 APS. We expect our FSM children in 2014 to be 25.5 APS.

As a result we will continue to tackle these key areas in 2014 – 2015 targets through a focus on writing as well as weekly comprehension, Rapid Phonics, Rapid Read and 1-1 interventions.

Our next target is to close the gap further and our FSM children to match or exceed the performance of Non-FSM children Nationally.

Our FSM children at the end of Key Stage 2 in 2014 did not achieve in line with their counterparts nationally at Level 4 however they made expected or better progress than their National Counterparts in Key Stage 2 from their well below nationally expected starting points in Literacy. The number of children in this group is very low and as a result each child represents a high % therefore we have to treat the comparison against national data with caution, as it can distort/mislead/misrepresent the performance figures. This data should be read in conjunction with the 'Progress since Key Stage 1' information below. Please note that some of our children did not achieve Level 4, the nationally expected level because their starting point was lower (i.e. Below Level 2) than the nationally expected level (i.e. Level 2B and above). However they made the same progress or better than their counterparts nationally.

### **Progress Since Key Stage 1**

#### **Headlines**

Overall in 2012/13, pupils in receipt of PPG made better average rates of progress than pupils not in receipt of PPG.

#### **Progress**

Reading expected progress in 2013 - From Key Stage 1 93% of FSM children outperformed the National data set by 4%.

Reading more than expected progress in 2013 - From Key Stage 1 29% of FSM children matched the National data set at 29%. In 2014 Woodthorpe School will achieve 50% of FSM pupils making more than expected progress.

Writing expected progress in 2013 - From Key Stage 1 100% of FSM children outperformed the National data set by 7%.

Writing more than expected progress in 2013 - From Key Stage 1 7% of FSM children made well below the National data set at 31%. This is an area we targeted in 2014 and the impact has been 42% of children made more than expected progress.

Maths expected progress in 2013 - From Key Stage 1 86% of FSM children were only 4% below the National data set.

Maths more than expected progress in 2013 - From Key Stage 1 21% of FSM children made below the National data set at 34%. Mathematics is an area we need to target in 2014-2015.

Our **Key Stage 1 to Key Stage 2 Value Added Summary** shows that our **FSM outperform our non-FSM children** in Mathematics, Reading and Writing **as well as closing the gap** to the National Data Set year on year. **Annex D**

Our **Key Stage 1 to Key Stage 2 Expected Progress Reading, Writing, Mathematics** shows:

Mathematics - our FSM **outperform their National counterparts** by 2% at 86% compared with 84% Nationally.

Reading - our FSM **outperform their National counterparts** by 9% at 93% compared with 84% Nationally.

Writing - our FSM **outperform their National counterparts** by 11% at 100% compared with 89% Nationally.

### **In Year School Progress Data**

#### **EYFS**

In 2013 Pupil premium children in EYFS only made up 4% of the cohort. Assessments were made against a new EYFS framework, these cannot be compared to the previous year. We are addressing low attainment in Speaking and Listening by developing the use of a range of interventions increasing the opportunities that pupils have to develop their skills.

In 2014 Pupil premium children in EYFS made up 12.5% of the cohort.

In Personal, Social, Emotional Development 67% made expected levels of development.

In Reading, Writing and Mathematics 50% made expected levels of development.

Of those children that did not make expected progress there were extenuating circumstances which will have contributed to the outcomes.

#### **Key Stage 2**

The proportion of Pupil Premium pupils making expected or better progress over the academic year in Reading, Writing and Maths has increased significantly:

In reading 97% of pupil premium pupils made expected or better progress in 2014.

In writing 92% of pupil premium pupils made expected or better progress in 2014.

In maths 89% of pupil premium pupils made expected or better progress in 2014.

Many pupils who received support from an additional teacher made outstanding progress.