



**Notice of a public meeting of
Narrowing the Gap Scrutiny Review Task Group**

- To:** Councillors Brooks, Fitzpatrick, Wiseman and Mr Pennington
- Date:** Tuesday, 16 December 2014
- Time:** 5.00pm
- Venue:** The Thornton Room - Ground Floor, West Offices (G039)

AGENDA

1. Election of Chair

To formally elect a Chair of the Task Group.

2. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

3. Public Participation

At this point in the meeting members of the public who have registered to speak regarding an item on the agenda or an issue within the Groups remit can do so. The deadline for registering is 5pm the working day before the meeting, in this case **5pm on Monday 15 December 2014.**

To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

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The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at

http://www.york.gov.uk/downloads/download/3130/protocol_for_webcasting_filming_and_recording_of_council_meetings

4. Narrowing the Gap Scrutiny Review Report (Pages 1 - 38)

This report provides initial information in support of the new scrutiny review on Narrowing the Gap in York, and asks Members to agree a way forward for progressing the work on the review.

5. Urgent Business

Any other business which the Chair considers urgent under the Local Government Act 1972.

Democracy Officers:

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For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 (01904) 551550

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Narrowing the Gap Scrutiny Task Group**16 December 2014**

Report of the AD Governance & ITT

Narrowing the Gap Scrutiny Review Report**Summary**

1. This report provides initial information in support of the new scrutiny review on Narrowing the Gap in York, and asks Members to agree a way forward for progressing the work on the review.

Background to Review

2. In July 2014, the Committee received a feasibility report on a proposed scrutiny topic on 'Narrowing the Gap' in York. The Assistant Director of Education & Skills informed Members that by the age of 19, the gap in attainment between disadvantaged young people (as defined by them being in receipt of Free School Meals at age 15) and their peers in York, were amongst the widest anywhere in the country. She felt a review would help to own this as a collective issue to help improve national performance indicators and narrow the gaps in attainment.
3. Narrowing the Gap: The York Context
In York as is the case nationally there is a strong link between poverty and underachievement. Nationally this has led to increased scrutiny of the outcomes of disadvantaged children through the introduction of the pupil premium.
4. In York at the end of Primary and Secondary schooling there are about 300 children eligible for the pupil premium. The distribution of the pupil premium cohort varies across the city and this has created pockets of disadvantage.
5. In an effort to close the attainment gap between that cohort and their peers, a project was undertaken to develop a more sophisticated understanding of the cohort through sharing and interrogating school performance and social care data to gain an understanding of the potential barriers to progress for individual pupils. This resulted in an

accurate profile of the York 300 cohort in the current Year 5 – see Annex A.

6. In November 2014 the Committee considered the 2014 school outcome data and the profile data on the York 300 cohort which compared their performance against that of their peers. The outcome data showed that progress in narrowing the gap had been made in some key stages, but was not consistent across all key stages. Gaps had narrowed in Early Years Foundation Stage and in Key Stage 2 (KS2), but had widened in Key Stage 1 (KS1) and Key Stage 4 (KS4).
7. For the profile analysis York schools had been divided into geographical and attainment cluster groups, to provide schools with information on how to improve their intervention work. Whilst the results varied from school to school, it appeared those with a smaller number of disadvantaged pupils were struggling to close the gaps, possibly due to funding issues. It also suggested that the current work to narrow the gap was inconsistent and gaps may be narrowing due to fluctuations in the contextual profile of cohorts rather than the impact of the actions taken.
8. Members questioned why some York schools and school clusters had narrower gaps and what could be learnt from their practice, and how those schools with small numbers of pupils eligible for the pupil premium might use that premium more effectively to narrow the gap. They also agreed it would be useful to look at good practice by other Local Authorities achieving narrower gaps, including early years.
9. With this in mind, the Committee chose to proceed with the review and agreed the following review remit:

Aim

To identify and disseminate best practice guidance on narrowing the gap to York Schools.

Objectives

- i. To examine:
 - Good practice from other Local Authorities achieving narrower gaps, including early years.
 - The actions taken by identified schools in York whose outturn data shows an established trend of narrowing the gap

- The use of the pupil premium to narrow gaps in attainment and progress in those York schools which are consistently narrowing the gap
- ii. To draft some guidance proposals for dissemination through York Schools
10. The Committee set up a Task Group to carry out the review on their behalf and agreed the review was to be completed in time for the review draft final report to be presented at the next formal committee meeting in January 2015.

Consultation

11. A number of the Task Group members attended a 'Narrowing the Gap' conference on 9 December 2014. Led by Sir John Dunsford, the conference brought together school representatives and partners to share information and examples of best practice, and focussed on what schools need to be doing to further improve their efforts and use of the pupil premium. There were case studies from Millthorpe, Westfield and Roundhay schools.
12. It may be useful for the committee to meet with the Headteacher from Bacon Garth Primary School in Cottingham, East Riding or the Headteacher from Swinemoor Primary School in Beverley, East Riding, who are both designated leaders of education recommended by the DfE to undertake Pupil Premium reviews in schools requiring improvement.

Information Gathered

13. Ofsted Guidance for schools:
'Never confuse eligibility for the Pupil Premium with low ability, focus on supporting disadvantaged pupils to achieve the highest levels. Thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why. Draw on research evidence (such as the Sutton Trust toolkit⁴) and evidence from their own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement. Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Allocate the best teachers to teach intervention groups to improve mathematics and English, or employ new teachers who have a good track record in raising attainment in those subjects. Use

achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked. Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve. Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.'

14. Good practice from other Local Authorities achieving narrower gaps
Best Start Lancashire is a school based initiative delivered through children's centres to provide additional early support for children eligible for Free School Meals (FSM) and their families between the ages of 4 and 7 (Reception, Year 1 and Year 2). The resource (£5 million) to enable this innovative programme was implemented in 2011/14 and was targeted at children eligible for FSM.
15. In 2011/12, there were 6869 eligible pupils in the target year groups in Lancashire primary schools, and in 2012/13 there are 7,363 eligible pupils. Children's centres have been allocated £250 per FSM pupil as an additional resource to provide an increased early support offer for schools in their reach area
16. Key intended outcomes for pupils eligible for Free School Meals were:
 - Improved levels of attendance at school
 - Improved attainment in speaking and listening and reading skills at the end of the Early Years Foundation Stage
 - Improved levels of reading at the end of Key Stage 1
 - A reduction in referrals to children's social care that require no further action
17. Impact data for 2013 shows a rise in Good Level of Development (GLD¹), increases in the number of Y1 pupils passing the phonic screening check and children attaining 2C in reading at the end of KS1. Also attendance has improved.

¹ GLD = Good Level of Development (the benchmark for Early Years Foundation Stage, children at the end of the reception year in school)

18. The Raising the Attainment of Disadvantaged Youngsters (**RADY**) **project in Wirral** is based around KS3 target setting in secondary schools i.e. the children involved are the Year 7 and Year 8 cohorts (those children who would complete KS4 in 2016 and 2017). A total of 1287 pupils are currently involved.
19. The vast majority of schools set targets that are, to a greater or lesser extent, based on prior attainment. This includes targets that reference Fischer Family Trust estimates (FFT²) and targets based on all pupils making three levels progress in English and maths. The net result of this is that there is a built-in gap in the targets - the targets for FSM children are systematically lower than those of non-FSM children. This is because FSM children on average leave KS2 with lower results than non-FSM children.
20. As part of the project, the schools have made a commitment to set equality targets and ensure they focus intervention swiftly on those pupils falling behind the inspirational target. Once the targets have been set, it is probable that FSM children will feature more prominently in the underachieving group than they would otherwise have been. Therefore any intervention targeted at underachieving pupils will naturally make its way to disadvantaged children more often than in previous years. This is a key principle behind the RADY methodology. RADY does not provide intervention—its aim is to provide precision information on which pupils are most in need of extra support at the time it is likely to have the greatest impact.
21. The **Progress Centre at Stantonbury Campus School** in Milton Keynes provides a range of programmes developed in response to the particular needs of Pupil Premium students. Launched fully in September 2013, the programmes fall in to two categories – Academic Intervention and Support Intervention. The Progress Centre team consists of a Manager and three outreach workers each focussing on a different area for improvement – achievement, attainment and family support. The Progress Centre also co-ordinates opportunities for inspirational and enrichment activities and trips, as well as offering financial support to those pupils who require it in order to participate in other school activities.

² FFT estimates = Fischer Family Trust estimates – schools use this to set targets for their pupils.

22. Since its soft launch in April 2013, more than 600 pupils have engaged with The Progress Centre's services or programmes. From April – July 2013, 27 Year 11 pupils were provided access to six hours of academic tutoring in either English or maths. From this cohort, 60% achieved three or more levels of progress from their GCSE results.
23. In the last two years, attainment by pupils eligible for Free School Meals (FSM) has risen by 22%, with 36% of pupils achieving five A* – Cs in English and maths. In the same period, the gap between FSM and non-FSM pupils has narrowed to 19%; a 9% improvement.
24. York schools whose outturn data shows an established trend of narrowing the gap
 In 2013, there were 172 Y6 pupils in receipt of free school meals in York, spread across 41 of the 51 primary schools in the city. Some schools had higher numbers of these pupils e.g. Clifton Green (14 in 2013) and Hob Moor (10), but most York schools have much lower numbers. In 2013, 12 schools had only 1 such pupil, and a further nine only 2 or 3. This wide distribution presents a barrier to schools seeing the issue as a 'group' issue rather than the difficulties experienced by a particular pupil. There is a similar spread across other year groups in the primary sector.
25. Some schools do well at KS1 and not well at KS2 and others vice versa. The tables below provide some more detailed information regarding some of the outcomes of these pupils in the primary schools across the city. For illustration purposes, the information is separated to show schools with more than 5 FSM pupils in a cohort, and at KS1 also schools with fewer than 5 FSM pupils in a cohort.
- i) Schools with more than 5 FSM pupils in their cohorts at KS1

Reading at L2b+ ³ (National Gap 2014 = -15, CYC Gap 2014 = -22)	
Best performing over 3 years	Worst performing over 3 years
Clifton Green (-20 to +13)	Burton Green (-18 to -38)
Dringhouses (-47 to +6)	Carr Infant (-32 to -31)
Haxby Road (-26 to +3)	OLQM (-36 to -57)
New Earswick (-25 to + 9)	Scarcroft (-32 to -48)
Osbaldwick (+8 to +2) *declining	Tang Hall (-37 to -41)
St Lawrence's (+ 19 to 0) * declining	

³ Level 2b and above at the end of Key Stage One is the 'age related expectation' for pupils to be on track for making good progress throughout Key Stage Two and beyond.

Writing at L2b+ (National Gap 2014 = -20 CYC Gap 2014 = -25)	
Best performing over 3 years	Worst performing over 3 years
Clifton Green (-29 to +13)	Burton Green (-10 to -18)
Dringhouses (-32 to +2)	Carr Infant (-32 to -33)
Haxby Road (-11 to +4)	OLQM (-29 to -36)
Hob Moor Primary (-23 to -7)	Scarcroft (-35 to -33)
New Earswick (-21 to +27)	St Barnabas (+19 to -24)
Osbalwick (-25 to +10)	Tang Hall (-17 to -51)
St Lawrence's (+6 to +4)	Westfield (-10 to -20)
Yearsley Grove (-46 to -8)	

Mathematics at L2b+ (National Gap 2014 = -16 CYC Gap 2014 = -20)	
Best performing over 3 years	Worst performing over 3 years
Clifton Green (-23 to +26)	Carr Infant (-34 to -36)
Dringhouses (-18 to -3)	OLQM (-40 to -39)
Haxby Road (-25 to -10)	Scarcroft (-57 to -43)
Hob Moor Primary (-1 to +1)	St Barnabas (+4 to -17)
New Earswick (-25 to +9)	Tang Hall (+20 to -39)
Osbalwick (-13 to -6)	Woodthorpe (-27 to -30)
St Lawrence's (+6 to +4)	

ii) Schools with fewer than 5 FSM pupils in their cohorts at KS1

Reading at L2b+ (National Gap 2014 = -15 CYC Gap 2014 = -22)	
Best performing over 3 years	Worst performing over 3 years
Acomb (-32 to +22)	Badger Hill (+15 to -80)
Copmanthorpe (-3 to +14)	Clifton with Rawcliffe (+22 to -5)
Popp Ousebank (-41 to +24)	Knavesmire (+7 to -39)
Robert Wilk (-37 to +13)	St Paul's (+17 to -68)
Skelton (-8 to +10)	
St Mary's (-77 to +29)	
St Wilfrid's (-58 to +18)	

Writing at L2b+ (National Gap 2014 = -20 CYC Gap 2014 = -25)	
Best performing over 3 years	Worst performing over 3 years
Copmanthorpe (-31 to +18)	Acomb (+39 to -78)
Robert Wilkinson (-29 to +16)	Clifton with Rawcliffe (+35 to -50)
St Oswald's (-68 to +22)	Huntington (-18 to -53)
St Wilfrid's (-69 to +24)	Knavesmire (+30 to -22)
Wigginton (+15 to +14)	St George's (-25 to -47)

Mathematics at L2b+ (National Gap 2014 = -16 CYC Gap 2014 = -20)	
Best performing over 3 years	Worst performing over 3 years
Copmanthorpe (+4 to +12)	Badger Hill (-70 to -75)
Skelton (-8 to +10)	Knavesmire (+20 to -85)
St Oswald's (-80 to +17)	Ralph Butterfield (+14 to -78)
St Wilfrid's (-22 to +21)	St Barnabas (+4 to -17)
Wigginton (-85 to +11)	St George's (-28 to -55)
	St Paul's (+17 to -77)

iii) Schools with more than 5 FSM pupils in their cohorts at KS2

Reading at L4+ (National Gap 2014 = -10 CYC Gap 2014 = -9)	
Best performing over 3 years	Worst performing over 3 years
Dringhouses (-10 to +8)	Carr Junior (-20 to -43)
New Earswick (-13 to +3)	Lakeside (+4 to -98)
Poppleton Road (-6 to +7)	Osboldwick (+4 to -36)
St Lawrence's (-14 to -4)	Tang Hall (-5 to -20)
Yearsley Grove (-6 to +10)	Westfield (-19 to -20)

Writing at L4+ (National Gap 2014 = -13 = CYC Gap 2014 = -15)	
Best performing over 3 years	Worst performing over 3 years
Clifton Green (-5 to +6)	Carr Jun (-42 to -42)
Dringhouses (-33 to +15)	Haxby Road (-29 to -34)
New Earswick (-26 to -3)	Osboldwick (-40 to -45)
Yearsley Grove (-24 to +8)	Westfield (-18 to -26)

Mathematics at L4+ (National Gap 2014 = -12 CYC Gap 2014 = -12)	
Best performing over 3 years	Worst performing over 3 years
Clifton Green (-14 to -6)	Carr Junior (-24 to -47)
Dringhouses (-23 to +10)	Tang Hall (-5 to -20)
New Earswick (-33 to +9)	Woodthorpe (=5 to -12)
Westfield (-25 to 0)	
Yearsley Grove (-22 to +13)	

- iv) Secondary school gaps are shown below (Huntington, All Saints and Millthorpe are all showing positive trends)

	5+ A*–C inc English & Maths
All Saints	-9%
Archbishop Holgate's	-41%
Canon Lee	-43%
Fulford	-23%
Huntington	1%
Joseph Rowntree	-29%
Manor	-44%
Millthorpe	-13%
York High	-24%

Progressing the Review

26. Members have already expressed an interest in visiting a number of York schools whose outturn data shows an established trend of narrowing the gap to gather information on what actions they are taking and how they are using their pupil premium. Officers have suggested New Earswick and Woodthorpe may be good ones to visit. Information on the initiatives/strategies that those schools have used, alongside some impact data is shown at Annexes B & C respectively – see table on page 1 of the New Earswick report and page 7 onwards of the Woodthorpe report. Similar information on other York Schools can be viewed via each school's website.
27. Alternatively, Members may identify other York schools to visit, using the data shown in the tables at paragraph 25 above, including some who are struggling to narrow the gap, to understand what specific barriers they are facing.

Review Timeframe

28. Carrying out a number of school visits will have an impact on the time it will take to complete the work on this review. When the Learning & Culture Overview & Scrutiny Committee agreed to proceed with this review they agreed the review should be concluded in time to have the review draft final report presented at their next formal meeting on 21 January 2015. To achieve this, the Task Group would need to meet formally to consider its draft final report by no later than 12 January 2015.

28. Dates for two further Task Group meetings have been identified, 7 January and 12 January 2015. However, if Members proceed with visiting some of the York schools identified in this report, it will not be possible to carry out those visits and complete the work on the review within the timeframe outlined above.
29. The Task Group may therefore wish to consider asking the full Committee to hold an additional formal meeting at the end of February 2015 to receive the draft final report arising from this review.

Council Plan 2011-15

30. The review of this scrutiny topic supports the Council's priority to protect vulnerable people.

Recommendations

31. The Task Group are recommended to agree:
- a) Future Task Group meeting dates
 - b) The York schools they wish to visit
 - c) Issuing a request to the Chair of the Learning & Culture Overview & Scrutiny Committee to hold an additional formal meeting in February 2015 (suitable date still to be identified).

Reason: To carry out the review in line with scrutiny procedures and protocols and conclude the review before the start of the forthcoming purdah period.

Contact Details

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Andrew Docherty
AD Governance & ITT

Report Approved **Date** 8.12.2014

Specialist Implications Officer(s) None

Wards Affected:

All

For further information please contact the author of the report

Background Papers: None

Annexes:

Annex A – York 300 Analysis Update: Pilot Cohort Compared with Peers

Annex B – New Earswick Primary School – Pupil Premium Impact & Spend
Summary

Annex C – Woodthorpe Primary School – Pupil Premium Expenditure Report

Abbreviations:

DfE – Department of Education

GLD - Good Level of Development

FSM – Free School Meals

FFT - Fischer Family Trust

KS – Key Stages

RADY - Raising the Attainment of Disadvantaged Youngsters

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Strategic Business Intelligence Hub

York 300 Analysis Update: Pilot cohort compared with peers

Author: Hannah McNamee,
Strategic Support Manager (Services for Children, Young People & Education)
Date: September 2014

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1. Introduction

The links between poverty and multiple poor outcomes are well documented. The *York 300 Brief* outlined how we used *Pupil Premium eligibility* to define a cohort of young people within the 2014/15 academic year 6 who are most at risk of failing.

2. September 2014 update

Following feedback about the *York 300 Pilot Cohort Analysis*, this report has been written to compare the York 300 Pilot Cohort with their peers. Their **peers** are defined as the pupils in the same year group (2014/15 Year 6) who are **not** in the York 300 Pilot. Comparing these two groups will bring the York 300 Pilot in line with national methods used to analyse “narrowing the gap” between disadvantaged pupils and their peers.

To recap, there were 1791 pupils in the whole year group, 350 of whom were identified for the York 300 Pilot using the criteria outlined in the *York 300 Brief*. This means that there are 1441 pupils in the “Peer group”.

Throughout this report, comparisons are drawn between the “Pilot cohort” and their “Peer group”.

Demographic

The main characteristics of the pupils in the Pilot and Peer groups do not differ greatly.

Pilot cohort		Peer group
48%	Boys	53%
7% (25 pupils)	Not White British	7%
36%	Summer-born	37%
3% (12 pupils)	Speak English as an additional language	6%
7%	Non White British	11%

The differences between the Pilot and Peer groups are seen when wider education information is analysed.

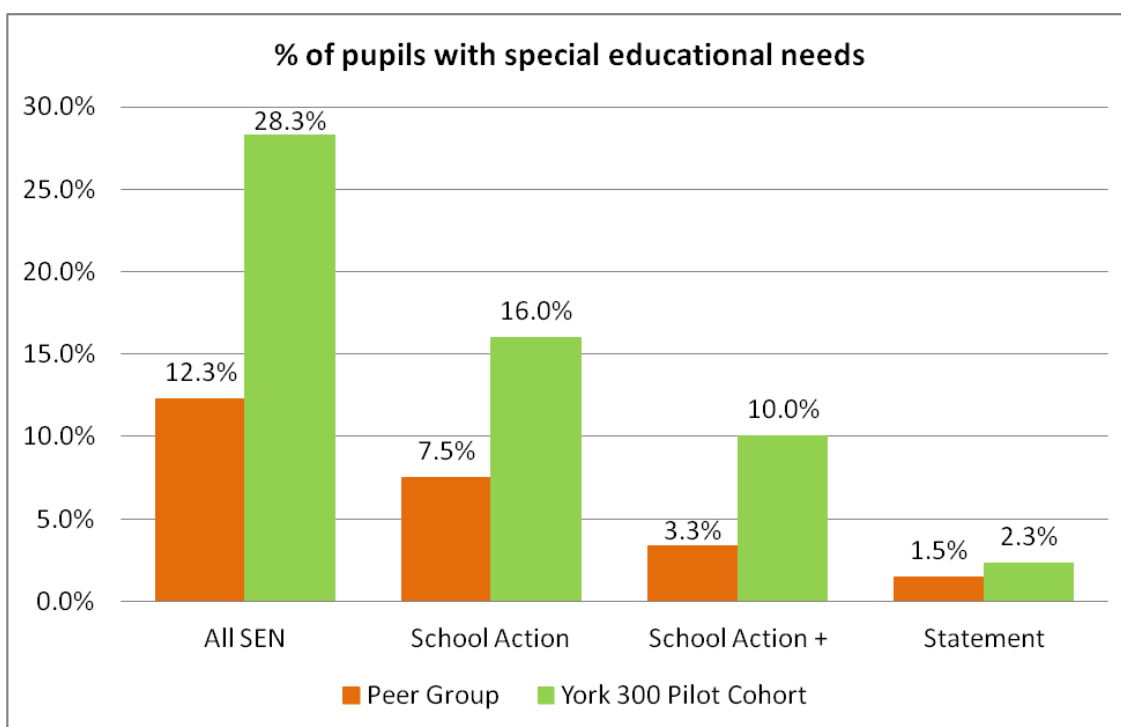
We looked at characteristics and factors that are known to be linked to multiple poor outcomes for children and young people.



Special Educational Need

28.3% (99) of the Pilot cohort had some form of special educational need (SEN) in January 2014. This compared to 12.3% of the Peer group indicating a 16%pt gap, indicating a greater challenge for the Pilot cohort

Looking at the different levels of SEN, School Action and School Action Plus had the largest gaps when comparing the Pilot and Peer groups.



Attendance

A persistent absentee is defined as a pupil whose **unauthorised** absence is more than 15%.

6.3% (22) of the Pilot cohort were defined as persistent absentees in the Autumn Term of 2013/14 (most recent available attendance data). Only 1.6% (23) of the Peer group were persistent absentees during the same period.

Exclusions

2.0% (7) of the Pilot cohort pupils received exclusions in the Autumn Term of 2013/14, compared to 0.2% (3) of the Peer group.

4 pupils in the Pilot cohort were excluded in both the 2013/14 Autumn Term and the 2012/13 academic year.

Mobility

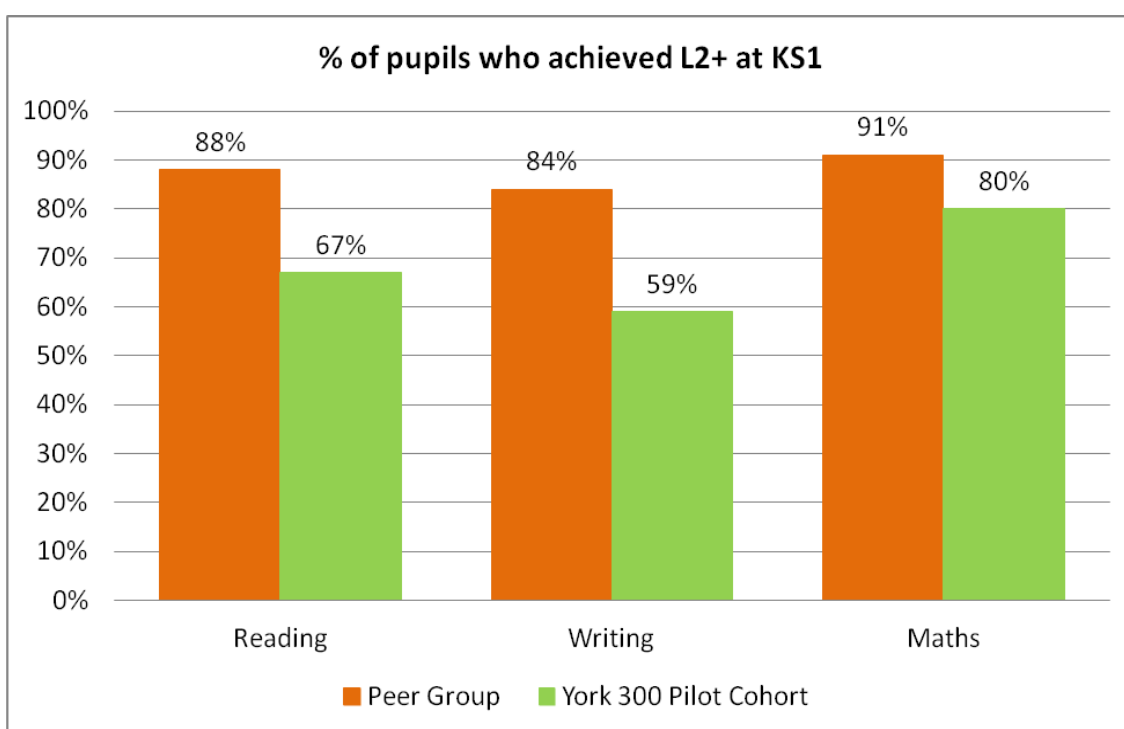
2.9% (10) of the Pilot cohort had moved schools 3 or more times since they started KS1. Less than 1% (0.6%, 8 pupils) of the Peer group had experienced the same level of mobility.



Key Stage 1 Attainment

The attainment gaps between disadvantaged children and their peers are well documented. Research shows that pupils from poorer families who do not achieve 'expected' levels at a young age are less likely to close the gap later in education (*Too Young To Fail*, 2013).

The graph shows the percentage of pupils who achieved expected levels at KS1 in Reading, Writing and Maths for the Peer and Pilot cohorts.¹ In all subjects, the gaps between those achieving expected levels are an area of concern. Also of note, boys have a larger gap than girls in all three subjects.



Partnership involvement

The associations between multiple poor outcomes are well documented nationally and in York. We looked at whether the pupils in the Pilot cohort had any current or past involvement with partnership agencies.

With this in mind, we collated partnership involvement data about the Pilot cohort:

- 12 (3.4%) of the 350 pupils in the Pilot cohort had experience of the care system. Approximately 0.6% of children and young people in York are looked after, highlighting an over-representation in the Pilot cohort.
- 23 (6.6%) of the 350 pupils had a current and/or existing Child Protection Plan. Again, this is an over-representation when compared to the York population (0.4%).
- A small number of the *whole year group* were known to the Traveller service.
- There was no record of any pupil in the year group working with Personal Support and Inclusion workers (Youth Support Services).

¹ We did not obtain KS1 results for 41 pupils in the Peer group and 8 in the Pilot cohort.



3. Cluster groups

York schools work in Cluster groups to support school improvement. The clusters largely align with geographical areas of the city. For a list of schools in each cluster, go to [Annex A](#).

The whole year group was split into cluster groups based on current school in January 2014.

36% of the Pilot cohort attended schools in the West cluster, compared to only 18% of the Peer group. Whilst this finding is not unexpected given that the West cluster aligns with some of York's most deprived areas, this is a vast over-representation in the West cluster.

Cluster	Pilot cohort	Peer group	% difference (rounded)
West	36%	18%	18%pt
North East	18%	24%	-7%pt
East	14%	10%	4%pt
North	13%	14%	-1%pt
Southbank	11%	19%	-8%pt
South	8%	14%	-5%pt

Attainment by cluster

We divided pupils into their current cluster groups (in January 2014) then looked at their KS1 attainment in Reading, Writing and Maths. In the three core subjects, there were attainment gaps between the Pilot cohort and their Peer group.

The data showed that pupils in the East and West clusters struggled to keep up with York averages, regardless of whether they were eligible for Pupil Premium. This indicates a wider challenge for those clusters as both the Pilot and Peer groups fall below average.

Reading

An area of concern is in the South cluster where there was an 18%pt gap. The Pilot cohort were below average whereas their peers were above average.

Conversely in the Southbank cluster, the Pilot cohort were above average and their peers below, with only a 2%pt gap.

Writing

The largest gaps were seen in this subject, something that was documented in 2011 when these results were released. There was a 22%pt gap in the North cluster and a 20%pt gap in the East cluster.

Maths

The East cluster had the largest gap (15%pt) in Maths as well as the poorest performance in comparison with other clusters.

The South and Southbank clusters had very small gaps (4%pt and 6%pt respectively).



4. Considerations and Next Steps

As anticipated, this update which compares the Pilot cohort with their Peers shows larger gaps than the original analysis. To recap, this is because the Pilot cohort were a sub-set of the original comparator group.

The challenge continues to be to work with the Pilot cohort and monitor their progress over the academic year.

Considerations:

- Are pupils in the Pilot cohort getting additional support from partnership agencies?
- Do we focus on the poor performing clusters, or the clusters with the largest gaps between the Pilot cohort and their peers?
- Do we focus additional support in the West, North East and East clusters?
- How do we ensure the voice of pupils and their families is incorporated?

Next steps:

- Update cohort when October Census data is complete – e.g. remove any pupils who have moved out of area
- Engage schools and partners to work with the 350 pupils, or a subset of them, during the 2014/15 academic year.

Annex A: York School Clusters

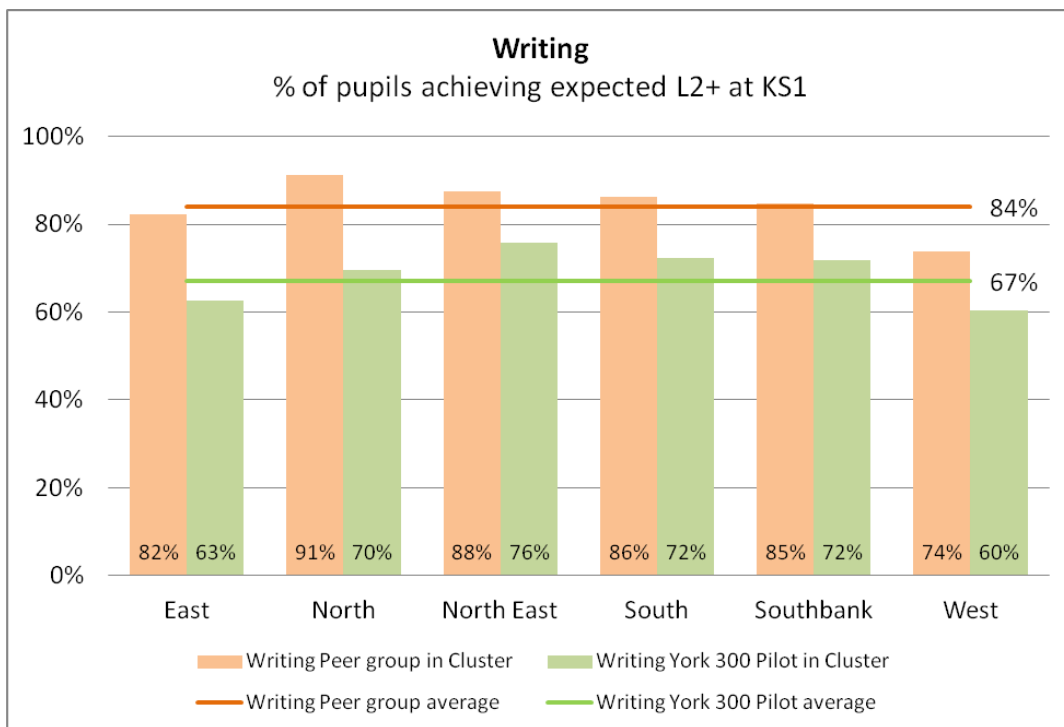
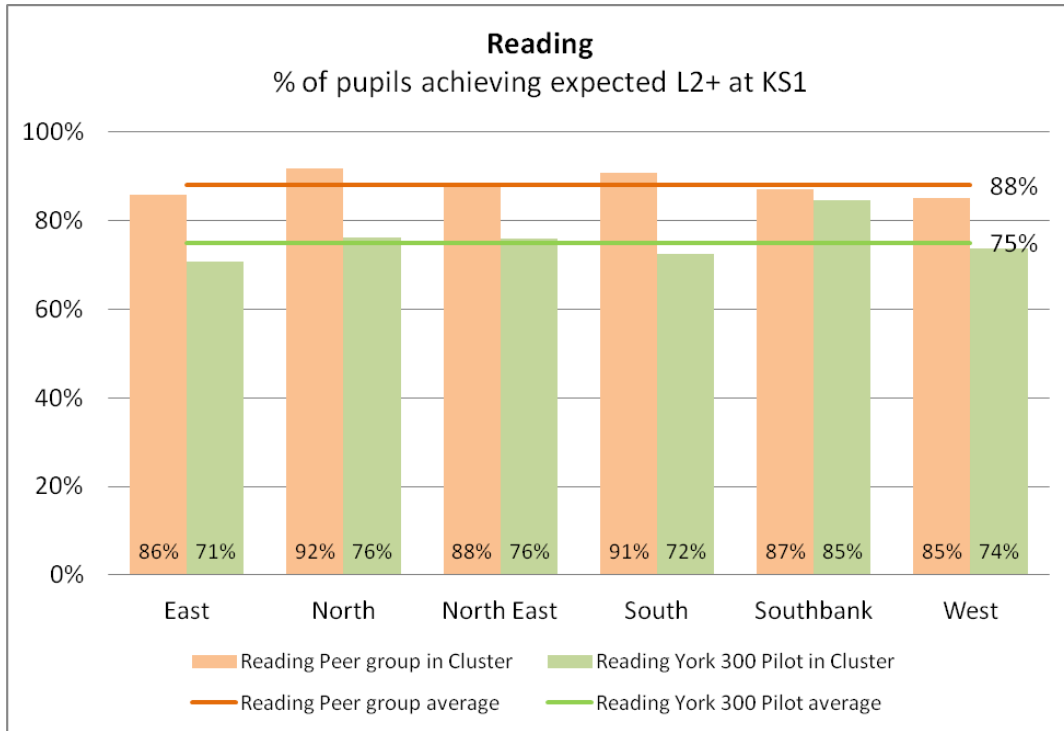
To follow is a list of schools in each cluster. Overall, the clusters align with geographical areas of York.

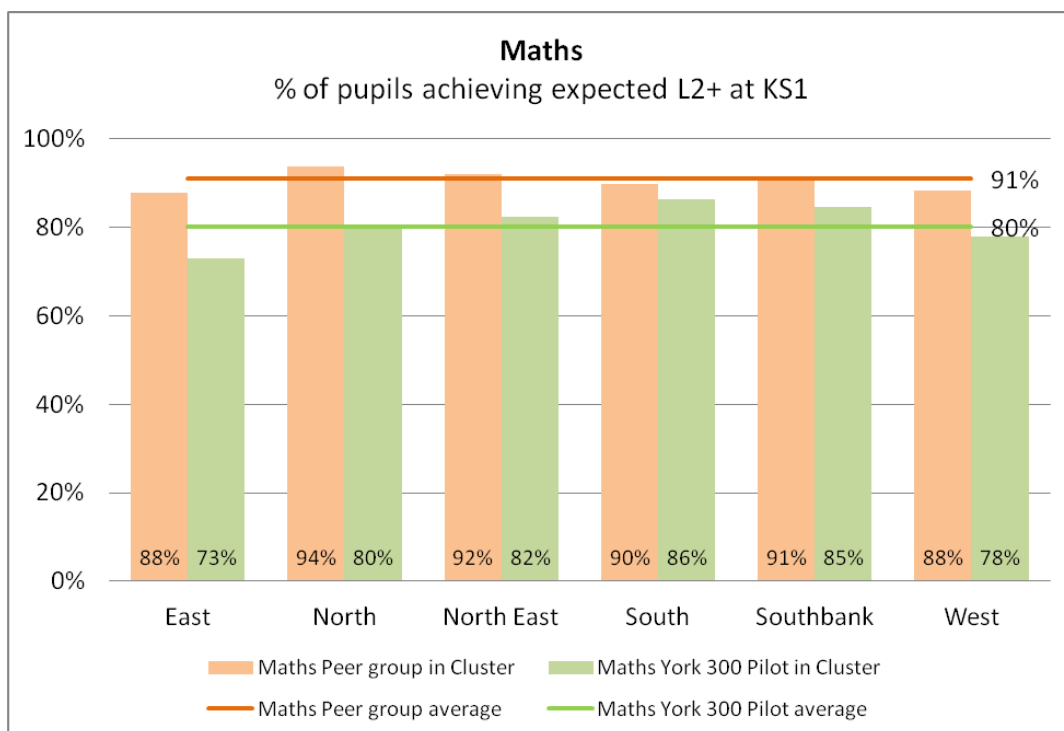
Southbank	West	South	East	North East	North
Archbishop of York Junior	Acomb	Dunnington	Badger Hill	Haxby Road	Burton Green
Bishopthorpe Infant	Carr Junior	Elvington	Hemland	Headlands	Clifton Green
Carr Infant	Hob Moor Federation (Junior and Oaks)	Fishergate	Heworth	Huntington Primary	Clifton with Rawcliffe
Copmanthorpe	Our Lady, Queen of Martyrs	Lord Deramore's	Osbalwick	New Earswick	Lakeside
Dringhouses	Poppleton Road	Naburn	St Aelred's	Park Grove	Poppleton Ousebank
Knavesmire	Rufforth	St George's	St Lawrence's	Ralph Butterfield	Skelton
Scarcroft	St Barnabas	St Oswald's	Tang Hall	Robert Wilkinson	
St Mary's	Westfield	Wheldrake		Stockton-on-the-Forest	
St Paul's Nursery	Woodthorpe			Wigginton	
St Paul's Primary				Yearsley Grove	
St Wilfrid's					
All Saints	York High School	Danesgate	Applefields	Huntington	Canon Lee
Millthorpe		Fulford	Archbishop Holgate's	Joseph Rowntree	Manor
			Burnholme		



Annex B: Key Stage 1 Attainment by Cluster

The following are graphical representations of Key Stage 1 attainment. The Pilot Cohort and Peer Groups were split by cluster and compared against whole group averages.





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NEW EARSWICK PRIMARY SCHOOL
Pupil Premium – Impact and Spend Summary

Annex B

Total fund generated via Pupil Premium for 2013/14 **£58,133**

Key Actions	Examples of Impact 2014	Cost 2013-14
PRE-TEACHING	<ul style="list-style-type: none"> Better than expected progress in writing for five Y3 pupils (see Case Study 34). Improved independence, confidence and engagement with maths (see Case Studies 31, 32 & 33). 	£22,378+
1:1 TUITION	<ul style="list-style-type: none"> Where the focus was on READING, 1 out of 2 pupils made at least expected progress from Y2-Y6. Where the focus was on WRITING, 3 out of 4 pupils made at least expected progress from Y2-Y6. Where the focus was on MATHS, 6 out of 7 pupils made at least expected progress from Y2-Y6. 	£8,439
1:1 LEARNING SUPPORT & SPECIALIST SEN TEACHING <i>Note: outcomes affected by high mobility/nature of SEND</i>	<p><u>READING</u></p> <ul style="list-style-type: none"> 2 out of 8 Y6 SEN pupils made better than expected progress from Y2-Y6. 2 made expected progress and 4 made less than expected progress. <p><u>WRITING</u></p> <ul style="list-style-type: none"> 2 out of 8 Y6 SEN pupils made better than expected progress from Y2-Y6. 5 made expected progress and 1 made less than expected progress. <p><u>MATHS</u></p> <ul style="list-style-type: none"> 5 out of 8 Y6 SEN pupils made expected progress and 3 made less than expected progress. 	£7,696 £5,337
1:1 BEHAVIOUR SUPPORT (14 hpw)	This pupil did not achieve a good level of development at the end of the EYFS but went on to achieve a L2B in reading and maths and a secure L2C in writing.	£4,350
PHONIC INTERVENTION	The attainment of 2013/14 Y1 cohort was similar to the national average at the end of the EYFS (53% GLD). Concerns were identified in early 2014 and intervention put in place. With 80% 'at standard', attainment looks set to be above the national figure.	£2,000
EYFS SLCN	Records show positive impact.	£7,420
CURRICULUM ENRICHMENT	Activities including Indian Dance & African Drumming supported children's knowledge & understanding of other cultures and provided stimuli for learning.	£1,350
PARENT SUPPORT WORKER	Records show a number of families and pupils have been well supported to maximise engagement with school and learning.	N/A
PASTORAL PUPIL SUPPORT	Records show that many pupils developed better coping strategies and improved self-esteem.	N/A
WELL BEING WEEKS & ASSEMBLIES	Evaluation books show that many pupils have developed increased stamina and will power. They also improved their learning behaviour and team working skills.	N/A
YOUNG ENTERPRISE	Pupils' aspirations are being developed through this programme.	N/A
MENTORING	This has provided pupils with an 'interested adult' to give support and encouragement.	N/A
TOTAL		£58,970
Commentary :		
<ul style="list-style-type: none"> EYFS PPG pupils attained at least as highly as their non-PPG peers in 2014 (GLD). Y1 PPG pupil made very good progress in phonics, where 100% were 'at standard' in 2014. Y2 PPG pupils generally made at least expected, and in many cases better, progress from their starting 		

points than their non-PPG peers.

- In Y6 in 2014, PPG pupils performance was as follows:
 - 1 made 3 levels of progress, 5 made two levels of progress and 1 made 0 levels of progress in reading;
 - All 8 made two levels of progress in writing;
 - 1 made 3 levels of progress, 5 made two levels of progress, 1 made 1 level of progress and 1 made 0 levels of progress in maths;
 - 4 of the group attained L4+ in maths plus reading plus writing (one highly mobile pupil did not get L4 in anything, two pupils missed L4 in maths and one pupil missed it in reading).

Caution should however be exercised when interpreting all data, as the school groups involved vary in size but are generally very small, which leads to statistical distortion when making year on year comparisons and when making comparisons to national data.

Recommendations:

- Continue to focus on PPG pupils, tracking their progress and attainment carefully through day to day monitoring systems including 'on track' meetings, observations, work & planning scrutinies etc.
- Ensure this group of pupils receive all necessary intervention and support to ensure that all those with the capability to reach age-related expectations do so.
- Implement pre-teaching across the school, with a particular focus on PPG pupils

NEW EARSWICK PRIMARY SCHOOL
Pupil Premium – Impact Over Time

Annex B

Percentage achieving a good level of development in Early Years

	2011	2012*	2013**	2014
% FSM	17%	75%	60%	75%
% Non-FSM	65%	91%	52%	73%
% Gap	-48%	+16%	+8%	+2%

Percentage achieving level 2B+ in Reading

	2011	2012*	2013	2014
% FSM	50%	43%	67%	100%
% Non-FSM	63%	68%	89%	91%
% Gap	-13%	-25%	-22%	+9%

Percentage achieving level 2B+ in Writing

	2011	2012*	2013	2014
% FSM	25%	43%	33%	100%
% Non-FSM	47%	64%	79%	73%
% Gap	-22%	-21%	-46%	+27%

Percentage achieving level 2B+ in Mathematics

	2011	2012*	2013	2014
% FSM	50%	43%	33%	100%
% Non-FSM	58%	68%	95%	91%
% Gap	-8%	-25%	-62%	+9%

Average point score in KS1 (All core subjects)

	2011	2012*	2013	2014
% FSM	13.9	12.3	14.1	17.0
% Non-FSM	13.8	15.2	16.8	16.9
% Gap	+0.1	-2.9	-2.7	+0.1

Percentage achieving level 4 in combined English and Mathematics in KS2

	2011	2012*	2013 (Re/Wr/Ma)	2014 (Re/Wr/Ma)
% FSM	67%	40%	60%	57%
% Non-FSM	59%	86%	82%	71%
% Gap	+8%	-46%	-22%	-13%

Percentage achieving two levels of progress in English

	2011	2012*	2013: Reading	2013: Writing	2014: Reading	2014: Writing
% FSM	89%	100%	80%	100%	71%	100%
% Non-FSM	77%	86%	81%	88%	82%	94%
% Gap	+12%	+14%	-1%	+12%	-11%	+6%

Percentage achieving two levels of progress in Mathematics

	2011	2012*	2013	2014
% FSM	78%	80%	60%	71%
% Non-FSM	77%	100%	88%	88%
% Gap	+1%	-20%	-28%	-17%

**First full year of PP **EYFS Profile changed*

Summary Comparison to National

Annex B

	School FSM 2013	National FSM 2013	School NON FSM 2013	National NON FSM 2013	School FSM 2014	National FSM 2014	School NON FSM 2014	National NON FSM 2014
Early Years GLD*	60%	36%	52%	55%	75%	tba	73%	tba
KS1 Average points	14.1	-	16.8	-	17.0	-	16.9	-
Reading Level 4+	60%	75%	82%	88%	71%	tba	82%	tba
Writing Level 4+	80%	70%	88%	86%	86%	tba	88%	tba
Maths Level 4+	60%	74%	88%	87%	71%	tba	76%	tba
Rea, Wri & Maths L4+	60%	60%	82%	79%	57%	tba	71%	tba
Average point score (All)	25.8	tba	28.1	tba	26.1	tba	27.4	tba
2 Levels Progress Rea	80%	83%	81%	89%	71%	tba	82%	tba
2 Levels Progress Wri	100%	88%	88%	92%	100%	tba	94%	tba
2 Levels Progress Maths	60%	83%	88%	89%	71%	tba	88%	tba

NEW EARSWICK PRIMARY SCHOOL
Pupil Premium – 2014-15 Spending Plan

Total fund generated via Pupil Premium for 2014/15: **£79,300**

Key Actions	Examples of Impact 2015	Cost 2014-15
PUPIL PREMIUM CHAMPIONS		£5,050
PRE-TEACHING & CLASSROOM INTERVENTION DELIVERED BY TAS		£8,320 (ME x 16) £15,600 (LBr x 30) £14,347 (LBU x 20)
1:1 TUITION		£10,358
1:1 LEARNING SUPPORT		£8,608 (JH)
SPECIALIST SEN TEACHING		£5,179
1:1 BEHAVIOUR SUPPORT		£7,800 (ME x 15)
EARLY YEARS SLCN		£10,341 (LR x 10, MC x 5)
CURRICULUM ENRICHMENT		N/A
PARENT SUPPORT WORKER		N/A
CHILL OUT LEADER & PASTORAL SUPPORT		N/A
WELL BEING WEEKS & ASSEMBLIES		N/A
YOUNG ENTERPRISE		N/A
MENTORING		N/A
TOTAL		£85,603

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

Accountability

Annex C

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.

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: 6.50 APS Writing: 6.10 APS Maths: 6.20 APS</p> <p>Key Stage 2 pupil premium children made: Maths: 3.86 APS Reading: 4.14 APS Writing: 3.85 APS</p> <p>This represents accelerated progress in both Key Stages and an increase on 2013 and shows that interventions have a positive impact.</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 C
Year 6

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.

Achievement at Key Stage 2 at Level 4+ in Reading, Writing and Maths**Annex C**

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 C**

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.