



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

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 C

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.

