



### Pupil Premium Funding 2014 - 2015

The Pupil Premium funding is a special grant that our school receives in relation to the number of children within the school entitled to free school meals, are 'Looked After Children' or are children of parents serving in the armed services. This group of children are referred to as Disadvantaged pupils by the DFE.

The Pupil Premium funding is used to support our drive to widen experiences, raise aspirations and standards, accelerate pupil progress and narrow attainment gaps to ensure that similar life opportunities are available to all.

This funding has been used to help us to support children to achieve at least age related expectations, accelerate progress, and identify and break down barriers to learning.

The majority of this funding is invested in staffing to enable us to provide targeted support and intervention to children to ensure that they achieve their targets particularly in English and Maths. The funding is also used to support children's emotional wellbeing thus breaking down any potential barriers to learning and ensuring they are ready to learn.

The Pupil Premium total funding for 2014/15 was £237 482. The allocation for 2015/16 is £229 300.

In line with our school priorities for this year funding has been allocated to the following:

- Assessment of **Speech and Language** to identify Speech and Language developmental needs of children across the school and to enhance provision by incorporating speech and language strategies across all key stages to improve CLL and writing.
- Raising **standards of reading** by:
  - Achieving the reading quality mark this year with a focus on reading for enjoyment *and as a tool to motivate*.
  - A Reading Recovery teacher providing personalised learning to promote secure reading skills.
  - Introducing a reading mentor programme to provide 1-1 reading sessions after school

- Launching Project X to promote reading and engage reluctant readers.

Funding also continues to be allocated to:

- Tutoring sessions after school to secure **English and Mathematics basic skills**.
- **'Numbers Count' teacher** to provide personalised learning for securing numeracy skills.
- Learning Mentor to support children and their families experiencing barriers to learning, promote **good attendance** and provide targeted programmes of work for English and maths. Activities include circle time, individual learning and behaviour programmes, counselling for pupils and families, monitoring of attendance, first day calling and provision of extra curricular activities.
- Team of **skilled teaching assistants** to provide SEN support and deliver intervention programmes as directed by class teachers.
- Behaviour coach to motivate and promote **good behaviour**.
- Quiet Place to provide **emotional and therapeutic support** for children and families experiencing stress, low self esteem, lacking in confidence or having behavioural problems. Support delivered by psycho therapists and body workers. Children are taught to use strategies when they are feeling stressed or angry. They receive the individual attention that so many crave, thus the need to act aggressively or disruptively is often reduced and children can focus on their work hence barriers to learning are broken down.
- **'Breakfast club'** and staffing for this to provide a positive start to the day which enables children to achieve better concentration and behaviour in school.
- **'Nuture' breakfast club** for KS1 children experiencing barriers to learning.
- Awards and prizes for the annual prize giving ceremony that acknowledges achievement and attainment and creates a **sense of pride**.

To ensure children experience a wide variety of activities both inside and outside of the school subsidies for school trips and educational visits are provided to ensure children are provided with a wide range of experiences and a broad and balanced curriculum.

We are determined that all children should fulfil their potential and have opportunities to develop their sporting and creative talents and use funding to provide sports coaches (this provision has been recognised by the award of Silver Kite Mark) and participation in Widening Opportunities Music Project to ensure instrumental music tuition for all.

### **Impact**

Children's behaviour, engagement in lessons and attitudes to learning continues to be excellent as a result of the support they receive for their social and emotional wellbeing. A recent audit undertaken by the Local Authority Safeguarding Officer (2015) also found this to be the case and OFSTED 2015 reported that '... behaviour and safety is outstanding.'

As a result of our proactive approach to attendance the school community has shared expectations with regards to attendance and attendance was reported as 96.5% for the academic year 2014 – 2015 which was higher than the City average and in line with national average.

The additional provision supports our drive to help Disadvantaged children make expected progress and more than expected progress in line with national averages to ensure more disadvantaged children achieve age related expectations/standards thus closing the attainment gap between disadvantaged children and other children.

### KS2 Outcomes

Aspects of progress for Reading, Writing and Maths over time have been in line or better than national averages. Some aspects of Reading, Writing and Maths have been below National averages. Securing good and outstanding rates of progress for these areas is a priority for our school. Securing good and outstanding rates of progress will ensure that more children achieve age related expectations/standards.

The table below shows the % of disadvantaged children at the end of Key Stage 2 making expected progress and more than expected progress in reading, writing and maths in our school and nationally overtime and our current targets for this year. Targets for 2016 reflect good rates of progress in line with 2014:

2013 - 14				
Disadvantaged Children	Expected progress		More than expected progress	
	School %	National %	School %	National %
Reading	100	92	50	34
Writing	90	94	40	34
Mathematics	95	84	20	38

2014 - 2015				
Disadvantaged Children	Expected progress		More than expected progress	
	School %	National %	School %	National %
Reading	85	92	30	33
Writing	89	95	41	37
Mathematics	93	91	15	37

2015 – 2016 Targets				
Disadvantaged Children	Expected progress		More than expected progress	
	School %	National %	School %	National %
Reading	93	-	35	-
Writing	93	-	35	--
Mathematics	93	-	42	

The additional provision supports our drive for more Disadvantaged children to achieve Level 4 or above at the end of KS2 or with regards to the New National Curriculum achieve the expected age related national standards for English and Maths.

The tables below show the % of Disadvantaged children in our school compared to national averages achieving L4+ in reading, writing and maths. Outcomes have been broadly in line or close to National averages.

2013 - 2014		
	Disadvantaged children	
	School %	National %
Reading	95	82
Writing	70	76
Maths	95	78
2014 - 2015		
	Disadvantaged children	
	School %	National %
Reading	79	83
Writing	71	79
Maths	79	80

'In year' pupil achievement data is currently showing that Pupil Premium children are progressing in line with their peers across the school.

In addition to this our children continue to enjoy participation in a wide range of sporting activities and competitions including tennis, basketball, water polo, hockey and much more and to excel at sport and art with achievements in Cross Country running (City Champions), athletics, art competitions and poetry awards.

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