

**PUPIL PREMIUM 2014-15**

**1. ALLOCATION OF PUPIL PREMIUM**

- Additional LSA Support has been provided to Year 5 & 6 for both English and Maths – pm interventions.
- HLTA support has been targeted for Y5 Maths
- HLTA additional ‘Booster’ support for specific Y5/6 pupils in response to analysis of ‘gaps in knowledge.’
- Inclusion of FSM pupils in intervention programmes right through school, strategic use of LSA support (pm) across each phase to support where PP pupils off track
- Additional teacher support specifically for targeted Booster Groups
- Breakfast & Reading Clubs targeting specific pupils (before school)
- COGI Training – accredited training that is proven to improve cognitive development via dual hemisphere manipulation of specific ball skills
- Active Phonics – Early Intervention targeting kinaesthetic learning techniques for PP pupils plus those who are making slow progress with phonics
- Upgrade of IWB technology to support good/outstanding teaching and learning

**2. COSTINGS 2014/15**

<b>Pupil Premium Income 14/15 -</b>	<b>£64,000</b>
<b>Pupil Premium Expenditure 14/15 -</b>	<b>£52,951.60</b>
• 50% HLTA Salary (Mornings) –	£8,188
• HLTA Salary (Tues pm) -	£1,365
• 50% LSA Salary (Y5/6) –	£4,328
• 50% LSA Salary for Class 10 (target 5 Y6 pupils) -	£4,684
• Teaching Assistants Salary (pm interventions) -	£23,727
• Breakfast Club -	£1,053
• Reading Club -	£429
• Cogi Training	£1,216.80
• Y3/4 Maths	£1,775.00
• Additional Reading Club	£494.91
• Active Phonics	£1115.00
• CPD – Teaching & Learning	£3360
<b>Remaining Allocation</b>	<b>£11048.40</b>
<b>– to be spent on Interactive Whiteboards!</b>	

### 3. IMPACT 2014/15

In order to determine whether the comparative gap is closing the school is focusing upon progress against starting points rather than just a raw attainment level which takes no account for the progress that individual pupils have made over time!

KS2	Expected Progress			2014		
	2015		Gap	FSM	Non FSM	Gap
	FSM	Non FSM		FSM	Non FSM	
Maths	80%	95%	-15%	92%	92%	0%
Reading	100%	97%	+3%	100%	100%	0%
Writing	100%	100%	0%	100%	100%	0%

#### Better than Expected Progress

	2015			2014		
	FSM	Non FSM	Gap	FSM	Non FSM	Gap
	FSM	Non FSM		FSM	Non FSM	
Maths	20%	64%	-44%	40%	50%	-10%
Reading	20%	41%	-21%	20%	37%	-17%
Writing	40%	51%	-11%	20%	29%	-9%

#### KS1 Progress

	Expected	Better than Expected
Reading All	100%	35%
Reading FSM	100%	50%
<b>Gap</b>	<b>0%</b>	<b>+15%</b>
Writing All	93%	38%
Writing FSM	100%	75%
<b>Gap</b>	<b>+7%</b>	<b>+37%</b>
Maths All	93%	18%
Maths FSM	100%	75%
<b>Gap</b>	<b>+7%</b>	<b>+57%</b>

#### Internal Progress of FSM pupils (APS)

	Maths	Reading	Writing
Y1	7.0	7.4	6.4
Y2	5.5	9.5	6.25
Y3	4.0	4.0	3.75
Y4	3.4	2.5*	3.88
Y5	-0.25	-0.5	0.67
Y6	4.4	9.2	8.2

- For the academic year 2014-15 the allocation of PP funding was much more effective in KS1.
- A review of the effectiveness of interventions also provided evidence that these were much more effective in KS1, supporting the evidence from the Education Endowment Fund that Early Intervention is much more effective.
- The intervention review also showed that COGI training was having little of the intended impact and wasn't worth the disruption to lessons. This will continue as an early morning/after school club!
- Interventions in KS1 were 100% effective for Disadvantaged Pupils. The evidence presented (above) denotes that this was highly effective in accelerating progress and closing the gap!
- Some interventions in KS2 were also highly effective and support for disadvantaged pupils in reading and writing was also a strength. One pupil progressed 4 Levels in Reading. 100% of the pupils made expected progress and this included a pupil new to the school in Y6 who arrived significantly 'off track.'
- There is an issue regarding 'Better Than Expected Progress,' in KS2 as the small number of PP Pupils (5) struggled to match the exceptional progress made by the rest of the cohort, hence making the gap wider.
- The progress of FSM pupils (internal data) does not present as consistent a picture as in previous years. In some years the progress of FSM pupils is exceptional and considerably high and surpasses the nationally expected 3.0APS and the school minimum target of 3.5 APS. In other cohorts this is not the case and this needs to be reviewed. \*Although progress in Reading in Y4 is only 2.5 exceptional progress in Y3 was made, in the previous year, and over the 2 years this aggregates as 7.9!
- The school still follows a tracker for all FSM pupils and any child off track is quickly identified for specific support. All FSM pupils in KS2 are targeted for 3 Levels Progress however this proved difficult to achieve in some cases.
- Where there is a concern regarding one cohort this is an issue that is generic to teaching and learning and not specific to Pupil Premium Children.

### **Summary Findings**

- 1) There was clear evidence that the allocation of PP to KS1 and interventions in this phase was highly effective. The school will continue to place even a greater emphasis on early intervention from 2015-16 onwards. The rationale will be to close the gap by addressing issues early and lay solid foundations rather than play 'catch up' at a later date. Where this is the case KS2 data shows that later interventions are more effective at achieving expected progress.

- 2) The use of PP Funding has also been highly effective in Y6. However this data is a little bit too exceptional when compared to the years' previous. In order to increase BTE Progress and sufficiently close the gap, support for disadvantaged pupils needs to be significantly better prior to Y6 and particularly in Y5!
- 3) There needs to be a review of the effectiveness of PP interventions in parts of KS2. Eg Y4 & 5 Reading. For 2015-16, the school will be looking to adopt the greater use of analysis of individual needs and more bespoke feedback. LSA CPD will centre around this.
- 4) There was a clear teaching and learning issue for one particular cohort and this has been addressed.
- 5) Closing the gap in Reading & Writing remains a strength but Maths presents more of an issue!