



Pupil Premium Report

September 2014

The Government requires the school to publish information about how we use Pupil Premium funding which was introduced in 2011-2012. This money was initially allocated to schools based on the numbers of pupils in the school who were eligible for Free School Meals (FSM), who were 'Looked after Children' or from service families. From 2012-2013, it was expanded to include all children who have been eligible for FSM within the last 6 years. The money is allocated to fund initiatives to ensure all pupils reach their full potential academically, emotionally and socially.

Principles of using Pupil Premium funding at Western Primary School:

- we ensure that teaching and learning opportunities meet the needs of all pupils,
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed,
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged,
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for, free school meals,
- Pupil premium funding will be allocated following a needs analysis to identify priorities across all areas of provision

Pupil Premium Whole School Impact 2013 – 2014 :

- 87% of pupil premium pupils attained level 4+ in reading, writing and maths compared to a national level of 60%
- 98% of pupil premium children across the school are making at least expected progress (2 are not). These individuals continue to be targeted for further support and personalised intervention
- Accelerated progress can be seen across subjects in each year group from academic year 2012 -13 to academic year 2013-14
- Pupil premium spending has supported interventions across the school to accelerate progress and raise attainment for targeted children

Pupil Premium Spending 2013 -14

Number of eligible pupils:	31
Pupil premium funding per pupil:	£953
Total funding allocated:	£29 543

Type of support	Cost/pupil	Pupils accessing PP	PP Cost Overall
School trips	£129	31	£4,000
Swimming	£100	11	£1,100
Before School Club	£97	1	£97
Quiet Room	£377	7	2639
SALT	£226	1	226
Literacy support	£484	5	2419
Maths support Group	£387	12	4644
Maths support 1:1	£48	1	1500
Support teacher	£387	6	2322
Diagnostic Assessment	£6	31	186
ICT Software	£19	5	95
ICT hardware	£300	5	1500
Behaviour support provision	£780	3	2340
Parent support worker	£125	4	500
CPD for support staff	£97	31	3007
CPD for SENCo	£97	31	3000
Total spent:			£29,575

Pupil Premium Interventions and Impact by Year Group

Year One Interventions:

- Literacy Support Group
- Numbers Count Maths Support Group
- Phonics Support Group
- School trips

Year One Impact on Progress:

Targeted support which included daily reading sessions, sentence structure group and maths interventions have ensured both pupil premium children have made expected progress in reading, writing and maths.

Y1 Expected Progress - Reading (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (2 pupils)	0

Y1 Expected Progress - Writing (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (10.5+)	% Making better than expected progress (14+)
Pupil Pr	0	100% (2 pupils)	0

Y1 Expected Progress - Maths (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (10.5+)	% Making better than expected progress (14+)
Pupil Pr	0	100% (2 pupils)	0

Year Two Interventions

- Literacy support groups
- Numbers Count maths support group
- 1:1 maths support
- Phonics support group
- Social Skills Lunch time club
- School trips
- Swimming lessons

Year Two Impact on Progress:

Y2 Expected Progress - Reading (July 2014)

All pupil premium children made expected progress in reading and writing. One child did not make expected in maths (this child has had emotional trauma) and will be targeted for support in Y3.

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (2 pupils)	0

Y2 Expected Progress - Writing (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (2 pupils)	0

Y2 Expected Progress - Maths (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	50% (1 pupil)	50% (1 pupil)	50% (1 pupil)

Year Three Interventions:

- Small group maths support
- Literacy support group
- Reading support group
- Social skills lunch time group
- School trips
- Swimming lessons

Year Three Impact on Progress:

4 out of 5 of the pupil premium children made 4.0 APS which is outstanding progress in reading and maths. The other child made expected progress.

All pupil premium children made outstanding progress 4.0 APS in writing.

Y3 Expected Progress - Reading (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100%	80% (4 pupils)

Y3 Expected Progress - Writing (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (5 pupils)	100% (5 pupils)

Y3 Expected Progress - Maths (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (5 pupils)	80% (4 pupils)

Pupil Premium Children: End of year APS 2013-2014 in Year 3

Reading	Writing	Maths	Impact
4.0	4.0	3.6	Outstanding APS in reading Outstanding APS in writing Outstanding APS in maths

Year Four Interventions:

- Small group maths support
- Literacy support group
- Reading support group
- Social skills lunch time group
- School trips
- Swimming lessons

Year Four Impact on Progress:

The pupil premium group have made at least expected progress in reading, writing and maths. In writing, all 4 children have made outstanding progress 4.0 APS.

Y4 Expected Progress - Reading (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (4 pupils)	75% (3 pupils)

Y4 Expected Progress - Writing (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (4 pupils)	75% (3pupils)

Y4 Expected Progress - Maths (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress +	% Making better than expected progress
Pupil Pr	0	100% (4 pupils)	75% (3 pupils)

Pupil Premium Children: End of year APS 2013-2014 in Year 4

Reading	Writing	Maths	Impact
5.0	4.0	5.0	Outstanding APS in reading Outstanding APS in writing Outstanding APS in maths

Year Five Interventions:

- Small group maths support (additional maths teacher)
- Behaviour support
- Parent support
- SALT
- Literacy support group
- Spelling support group
- Reading support group
- Social skills lunch time group
- School trips

Year Five Impact on Progress:

All pupil premium, are making expected progress in reading, with nearly 60% making better than expected progress.

All pupil premium, are making expected progress in writing, with nearly half making better than expected progress.

All pupil premium are making expected progress in maths with more than half making better than expected progress.

The pupil premium group have made expected progress in writing and significantly more than expected in reading and maths.

Y5 Expected Progress - Reading (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (10.5+)	% Making better than expected progress (14+)
Pupil Pr	0	100% (6 pupils)	67% (4 pupils)

Y5 Expected Progress -Writing (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (10.5+)	% Making better than expected progress (14+)
Pupil Pr	17% (1 pupil)	83% (5 pupils)	33% (2 pupils)

Y5 Expected Progress -Maths (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (10.5+)	% Making better than expected progress (14+)
Pupil Pr	0	100% (6 pupils)	67% (4 pupils)

Pupil Premium Children: End of year APS 2013-2014 in Year 5

Reading	Writing	Maths	Impact
5.3	3.3	5.0	Outstanding APS in reading Just below good (3.5) APS in writing Outstanding APS in maths

Year Six Interventions:

- Small group maths support
- 1:1 maths support
- Mental maths support
- Literacy support group
- Spelling support group
- Reading support group
- Social skills lunch time group
- School trips (residential)

Year Six Impact on Progress:

All pupil premium children made at least 2 levels of progress in reading, in writing and in maths. Two pupil premium children made 6 APS in writing (outstanding), one (also SEN) made 8 APS in reading which is outstanding. Three made 6 APS progress in maths which is outstanding. This is as a result of effective, targeted interventions and rigorous teaching and assessment. The pupil premium group have made at least expected APS in writing and more than expected in reading and maths.

Y6 Expected Progress - Reading (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (2 Levels)	% Making better than expected Progress + (3 Levels)
Pupil Pr	0	100	43

Y6 Expected Progress - Writing (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (2 Levels)	% Making better than expected Progress + (3 Levels)
Pupil Pr	0	100	57

Y6 Expected Progress - Maths (July 2014)

GROUPS	% Below expected Progress	% Making expected Progress + (2 Levels)	% Making better than expected Progress + (3 Levels)
Pupil Pr	0	100	29

Pupil Premium Children: End of year APS 2013-2014 in Year 6

Reading	Writing	Maths	Impact
4.6	3.4	5.4	Outstanding APS in reading Just below good (3.5) APS in writing Outstanding APS in maths

End of KS2 Results: Within school gap and national comparison

Percentage of Pupils achieving Level 4 or above (excluding SEN children):

Mathematics and Reading and Writing

Overall	2012				2013				2014			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
PP pupils	-	-	-	-	9	89	81	8	5	100	83	17
Non PP pupils	-	-	-	-	47	85	81	4	56	96	83	13
Within School Gap					4				4			

Percentage of Pupils achieving Level 4 or above (excluding SEN children):

Mathematics

Overall	2012				2013				2014			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
PP pupils	3	67	88	-21	9	100	88	12	5	100	90	10
Non PP pupils	46	85	88	-3	47	89	88	1	56	98	90	8
Within School Gap	-18				11				2			

Percentage of Pupils achieving Level 4 or above (excluding SEN children):**Reading**

Overall	2012				2013				2014			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
PP pupils	3	33	90	-57	9	89	89	0	5	100	92	8
Non PP pupils	45	91	90	1	45	91	90	1	56	98	92	6
Within School Gap		-58				-5				2		

Percentage of Pupils achieving Level 4 or above (excluding SEN children):**Writing**

Overall	2012				2013				2014			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
PP pupils	3	100	86	14	9	89	87	2	5	100	92	8
Non PP pupils	45	93	86	7	47	87	87	0	56	96	89	7
Within School Gap		7				2				4		

Pupil Premium Allocation 2014 -15

Number of eligible pupils:	34	
Pupil premium funding per pupil:	23 x £1300 =	£29 900
	1 x £1900 =	£1900
	10 x £300 =	£3000
Total funding allocated:		£34 800

Pupil Premium Intended Allocation is targeted for:

Continuing provision of small group/ individual 'catch-up' interventions for reading and writing to ensure good progress and high attainment:

- Accelerated reading (Y6 at HGS)
- Reciprocal reading (Y3/4)
- Reading Intervention
- Active Literacy
- Time to Talk (KS1)
- Narrative therapy (KS1)
- Link Project
- Spelling support
- Handwriting support
- Phonics groups

Continuing provision of small group/ individual 'catch-up' interventions for maths to ensure good progress and high attainment:

- Number Count (KS1)
- 1:1 intensive maths support (Y5/6)
- Group maths support
- Extra teacher to reduce maths class sizes in Y5/6

Quiet Room provision for pastoral care

Parent support worker to assist with difficulties in domestic setting

Social skills lunch time club to improve behaviour and peer relationships

Before school sports club to engage

Speech and Language support to develop basis of language and learning

Free break time snacks to develop concentration

School trips assistance to enable access

Swimming lesson assistance to enable access