

SPENDING OF PUPIL PREMIUM



2014-2015

The provisional Pupil Premium funding for 2014-2015 is £201,500. This figure is validated following the January 2015 Census.

Aims of spending:

- ✓ To reduce class sizes wherever possible (* see current numbers below). This will be a major contributing factor in raising standards.
- ✓ To remove barriers to learning that hinder our children from making maximum progress i.e. arriving at school hungry, poor attendance.
- ✓ To access specialist provision to enable us to cater for the wide range of special needs which our children have. In this case we are specifically focusing on challenging behaviour, speech and language difficulties, mental health issues and issues with fine and gross motor skills.
- ✓ To ensure that the majority of children attain the national average in Reading and Writing and Maths by the end of Key Stage 2.
- ✓ To allow every child in Key Stage 2 to learn a musical instrument and receive specialist music teaching.
- ✓ To ensure that our children take part in rich and high quality cultural visits e.g. visit to the theatre.

Our money has been allocated as follows:

WHAT?	HOW MUCH?
3 teachers based on M3 (@ £30 778 each)	£93,000
1 Counsellor /PSA	£26,000
1 Intervention Teacher	£25,000
KS1 Breakfast Club	£4,000
Crisis Response Programme	£3000
Additional Time from Educational Psychologist	£3000
TTops Intervention (Gross / Fine Motor Skills)	£5000
After School Intervention for Years 5/6	£5000
Attendance Incentives (i.e. mini ipads £225)	£6500
Music provision in Key Stage 2	£5000
RWI refresher training and updated resources	£10,000
New 'no levels' assessment system	£6000
Speech and Language provision	£5000
Cultural visits e.g. theatre	£5000
Total Spend	£201,500

*** Further notes about current class sizes:**

There are currently 246 children on roll (excluding Nursery). If we divided this by 30 (potential number of children in a class) we would require 9 teachers. I believe that outstanding teachers are our best resource in raising standards. As a result, during academic year 2014-2015 we actually have 11.5 teachers which currently allow for the following class sizes.

CLASS	YEAR GROUP	NUMBER OF CHILDREN
Class 1	Year 6	13
Class 2	Year 6	14
Class 3	Year 5	19
Class 4	Year 5	22
Class 5	Year 4	29
Class 6	Year 3	21
Class 7	Year 3	22

Class 8	Year 2	25
Class 9	Year 1	24
Class 10	Year 1	24
Class 11	Reception	33

How did Pupil Premium funding make a difference to the attainment of disadvantaged children during 2014-2015?

Key Stage 1 Progress:

We believe that during 2014-2015 all of our children made at least good progress in Reading, Writing and Maths in KS1.

	MADE EXPECTED PROGRESS	MADE BETTER THAN EXPECTED PROGRESS	MADE LESS THAN EXPECTED PROGRESS
READING 2015	32%	54%	14%
WRITING 2015	36%	46%	18%
MATHS 2015	18%	64%	18%

Key Stage 1 Attainment of Disadvantaged Children (APS)

The attainment gap between disadvantaged children and other children has closed by the end of Key Stage 1. * The figure in brackets indicates the gap in 2014.

	Difference between school disadvantaged and school other children	Difference between school and national disadvantaged children
READING 2015	+1.3 (-1.6)	+0.1 (-1.3)
WRITING 2015	+2.2 (-1.1)	+0.2 (-1.4)
MATHS 2015	+1.5 (-1.4)	-0.2 (-2.0)

Key Stage 2 progress of Disadvantaged Children:

We believe that during 2014-2015 our disadvantaged children made outstanding progress in Reading, Writing and Maths in KS2.

	Value Added Score for disadvantaged children	Difference between school disadvantaged and school other children	Difference between school and national disadvantaged children
READING 2015	102.8	+0.6	+3.1
WRITING 2015	104.6	-1.9	+4.8
MATHS 2015	102.8	-0.2	+3.1

Key Stage 2 Attainment of Disadvantaged Children (APS)

In 2013-2014 the gap between disadvantaged children and other children had closed by the end of KS2, with disadvantaged children performing as well as, if not better, than other children. The gap widened this year, which is because the attainment of 'other' children was significantly above average this year (Reading APS 31.8 / Writing APS 35.4 / Maths 30.6). However, our disadvantaged children performed better than disadvantaged children nationally.

* The figure in brackets indicates the gap in 2014.

	Difference between school disadvantaged	Difference between school and national

	and school other children	disadvantaged children
READING 2015	-3.9 (+0.3)	+0.3 (-0.2)
WRITING 2015	-6.7 (+0.9)	+2.1 (+1.7)
MATHS 2015	-2.7 (+2.3)	+0.6 (+1.2)