

Pakeman Pupil Premium Grant Expenditure:

Report: 2013/14

CONTEXT OF SCHOOL

Pakeman Primary School is a one and a half form entry school in Islington. We have a Nursery and provide extended provision from 8.00am to 6.00pm each day. We also have a Saturday School, which is funded by Shine and hosts pupils from four other local primary schools.

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 we are committed to ensuring it is spent to maximum effect.

Our determination to ensure that all children do well was recognised recently in the Pupil Premium Awards 2013 when we were named as “National Primary School of the Year” for raising the attainment of disadvantaged pupils.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit children’s potential in any way.

Key facts

- Our school motto ‘Excellence for All and Excellence from All’ reflects our high expectations of the whole school community
- The school was awarded “National Primary School of the Year” in the Pupil Premium Awards 2013 for raising the attainment of disadvantaged pupils
- As Ofsted (2011) noted, *“care, guidance and support are outstanding, so pupils gain confidence, behave sensibly and are enthusiastic learners who have a mature attitude to their work.”*
- Pakeman is becoming increasingly popular in the local community, with the school now being a school of first choice and numbers of pupils rising.
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community, for example, Shine on Saturdays, Futurezone (a collaboration of 17 local schools), Music First, Voluntary Reading Help, School Home Support, Institute of Education and Level 6 Maths and English projects with a local primary and secondary school.

“The school has excellent partnerships with a range of agencies and works extremely effectively with external agencies to support all pupils and families in need of help..... Excellent partnership links with local schools and various support agencies contribute to the school’s good provision.”
(Ofsted 2011)

- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Mark (Gold); Science Mark (Silver); Sing Up (Gold); Active Mark; Leading Parent Partnership Award; Core Offer in Extended School Provision; Pupil Premium Award and Schools Financial Value Standard.

Recent Initiatives / Improvements:

We have worked hard to improve provision since our last inspection, please see the summary of improvements listed below:

- The School is striving to be an “Optimistic School” – determined to create a positive culture in which everyone can reach their full potential
- School named as “National Primary School of the Year” in Pupil Premium Awards 2013 for raising attainment of disadvantaged pupils – PP pupils meeting and exceeding national at KS2
- Increased attainment and progress across the school
- Gap between key groups has been significantly narrowed
- Rising roll and school a “first choice school” of parents
- Improved support for higher ability pupils through extension of interventions provided and collaborative maths project with local primary and secondary
- Excellent safeguarding audit (February 2012)
- Successful implementation of whole school behaviour scheme – “It’s Good to be Green” resulting in excellent behaviour across the school both inside and outside of the classroom
- Team Leaders (an additional non-class based teacher) established across each phase (EYFS, 1/2, 3/4, 5/6) to continue to improve quality of teaching, ensure greater consistency in practice and expectations thus reducing any within school variance
- Introduction of assertive mentoring, which includes 1:1 mentoring sessions for every child from Years 1 to 6 each term so that children are clear about where they are and what they need to do next to improve
- Introduction of Numicon to support children’s understanding in maths, especially in relation to number and calculation
- Introduction of workstreams to develop the effectiveness of school improvement planning, especially in relation to the role of middle leaders
- Earlier interventions in place in years EYFS, 1/2 and 3/4
- Art Therapists, based at school, providing support for children with social, emotional and behavioural issues
- Saturday school, funded by SHINE/Richard Reeves Foundation, providing targeted places for 60 children across 5 local schools
- New ICT infrastructure, including the use of iPads and green screen technology, allows ICT to be delivered in classes
- New library and teaching space to support teaching of reading and 1:1/small group interventions and extensive new reading resources
- New building (“The Lodge”) facilitates improved teaching of individuals and small groups, especially in reading, with increased numbers of voluntary readers working in the school
- Increased uptake of extended school provision
- Leading Parent Partnership awarded in recognition of excellent partnership working with parents
- Financial - School FMSiS and SFVS used as example of best practice by local education authority
- Extended partnership working with Futurezone (a collaboration of 17 local schools), Duncombe Primary School and Mount Carmel Secondary School, Music First, Shine, Beanstalk, Hornsey Road Children’s Centre and Families First
- Extensive CPD: Mindsets - Carole Dweck, Formative Assessment – Shirley Clarke, Outstanding Teaching Programme (KS2), Power of Reading, Philosophy for Children, CAME, ECERs Training (EYFS environments), Workstreaming, Leadership training
- Broader use of research to inform decision making and policy – Sutton Trust Toolkit interventions, within school variance and Carol Dweck’s Mindsets
- Collaboration with the Institute of Education to improve practice and develop a research based culture

- Introduction of P4C across the school – supporting greater participation, confidence, thinking and debating skills
- Children acting as “leaders” across the school in a variety of roles – new coordinator post and child leaders’ accreditation
- Increased sports provision in school time – golf, squash, football and a new school sports coordinator
- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Mark (Gold); Science Mark (Silver); Sing Up (Gold); Active Mark; Leading Parent Partnership Award; Core Offer in Extended School Provision; Pupil Premium Award and Schools Financial Value Standard.

However, we are not complacent and are relentless in our drive for continual improvement. We belong to a cluster of schools providing support and challenge for each other, our headteacher has trained as an Ofsted inspector and we regularly invite the LEA to conduct school reviews on specific areas for improvement. We welcome this challenge so that we continue to develop our school and our standards further.

OBJECTIVES OF PUPIL PREMIUM SPENDING

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for 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”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – which is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil premium funding, the Sutton Trust research on within school variance and the Sutton Trust toolkit, to inform our decision making.

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
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the 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 outstanding 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 CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Early mornings and after school
 - Saturdays
 - Easter holidays

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 team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Beanstalk – volunteer readers
 - School Home Support
- Providing extensive support for parents
 - to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money)
 - to support their children’s learning within the curriculum
 - to help them manage in times of crisis
- 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 Turkish GCSE classes)

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 to support children in times of crisis.

Funding Priorities

This year our aim is to further increase the percentage of outstanding teaching across the school through our “Team Leader Model” which has placed an additional non-class based teacher in each phase. We also want to raise standards in reading, by enthusing children to become avid readers. To this end we have developed a new school library, extended reading resources and are focusing on improving home reading.

In addition, we are adopting a new whole school approach to supporting children in developing their skills as writers and will focus on developing children's speaking skills to support this through the use of ICT – filmmaking, web conferencing and podcasting. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially at KS1 and in the EYFS.

To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and providing targeted parents' meetings to support them in helping children at home. A range of sessions will be on offer such as Managing Money, Getting Back to Work, ESOL and developing maths skills using Numicon. We will also extend our crèche provision to increase attendance at events.

Our Children as Leaders coordinator will ensure that there are a range of opportunities for children to develop their leadership skills and introduce a system of accreditation for children.

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED

Total number of pupils on roll	330
Total number of pupils eligible for PPG	248
Amount of PPG received per pupil	900
Total amount of PPG received	£223,200

NATURE OF SUPPORT 2013/14

Focus on learning in the curriculum	78%
Focus on social, emotional and behavioural aspects	14%
Focus on enrichment beyond the curriculum	4%
Focus on families/community	4%
Curriculum Focus:	
Increase % of children working at age related expectations in reading, writing and maths	

YEAR GROUP	ITEM / PROJECT	COST	OBJECTIVE	OUTCOME																																										
5/6	Boosters HA and LA	£2000	Extending School Hours: Programme of revision for SATs	<p>PROGRESS: 100% of PP pupils made 2 levels of progress in reading and writing and 97% in maths.</p> <p>The percentage of PP pupils making more than expected progress was well above national.</p> <table><tr><td></td><td>R</td><td>W</td><td>M</td></tr><tr><td>Sch.:</td><td>59</td><td>59</td><td>66</td></tr><tr><td>Nat:</td><td>30</td><td>30</td><td>31</td></tr></table> <p>ATTAINMENT: L4+ Attainment of pupils eligible for FSM at level 4+ were at or above the national figures for ALL PUPILS in every area.</p> <p>L5+ results represent excellent progress for PP pupils from end of KS1 levels. Level 5 attainment is broadly in line with national figures in reading and above national figures for FSM pupils in writing, maths, SPAG and reading, writing and maths combined. However, it is below national figures for all pupils in all areas. Therefore, increasing attainment at level 5 remains a priority for the school this year.</p> <p>ATTAINMENT OVER TIME The chart below showing three year rolling averages for pupil premium pupils in each area demonstrates the significant improvement in attainment that has been made over time.</p> <table><tr><th>% at level 4c+</th><th>2009-11</th><th>2010-12</th><th>2011-13</th><th>2012-14</th><th>Increase over time</th></tr><tr><td>R</td><td>62</td><td>62</td><td>75</td><td>86</td><td>+24</td></tr><tr><td>W</td><td>56</td><td>69</td><td>77</td><td>95</td><td>+39</td></tr><tr><td>M</td><td>71</td><td>75</td><td>86</td><td>94</td><td>+23</td></tr><tr><td>RWM</td><td>44</td><td>59</td><td>71</td><td>84</td><td>+40</td></tr></table>		R	W	M	Sch.:	59	59	66	Nat:	30	30	31	% at level 4c+	2009-11	2010-12	2011-13	2012-14	Increase over time	R	62	62	75	86	+24	W	56	69	77	95	+39	M	71	75	86	94	+23	RWM	44	59	71	84	+40
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One to one tuition	£12119	Individualising support at all levels: Targeted support for children to address misconceptions, gaps and weaknesses																																												
Easter School	£4000	Extending Learning Time: Programme of revision for SATs																																												
Saturday School	£4000	Extending School Hours: Programme of revision for SATs																																												
Level 6 provision – maths / English	£2800	Drawing in expertise: Extended provision for higher attaining children	<p>2 PP pupils achieved level 6 in maths, making excellent progress from level 2a in KS1.</p> <p>Attainment of PP pupils at level 5 was higher than non-PP pupils in writing, maths, SPAG and reading, writing and maths combined. However, this remains a target area.</p>																																											
Small groups in writing and maths – HA and LA	£3500	Individualising support at all levels: Small group work to extend children’s writing and maths skills	<table><tr><th colspan="3">Average Point Score Progress for targeted pupils</th></tr><tr><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>5.2</td><td>6</td><td>5.1</td></tr></table>	Average Point Score Progress for targeted pupils			Reading	Writing	Maths	5.2	6	5.1																																		
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Shakespeare workshop	£700	Drawing in expertise: Shakespeare Workshop: Twelfth Night	<p>PP Pupils made 4.8 points progress in speaking and listening</p> <p>For attainment and progress in reading, writing and maths see above.</p>																																											

YEAR GROUP	ITEM / PROJECT	COST	OBJECTIVE	OUTCOME											
	Turkish classes	£1500	Extending language skills and building confidence	Children are more confident in speaking, reading and writing in their home language and are working towards their GCSE.											
3/4	Small groups in writing and maths – HA and LA	£3780	Individualising support at all levels Small group work to extend children’s writing and maths skills	<table><tr><th colspan="3">Average Point Score Progress in year for groups</th></tr><tr><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>7.0 (yr 4) 4.5 (VRH) 4 (Yr 4)</td><td>5.6 (Yr 4) 4.6 (yr 4)</td><td>4.4 (yr 4) 4.8(yr 4)</td></tr></table>			Average Point Score Progress in year for groups			Reading	Writing	Maths	7.0 (yr 4) 4.5 (VRH) 4 (Yr 4)	5.6 (Yr 4) 4.6 (yr 4)	4.4 (yr 4) 4.8(yr 4)
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	One to one tuition	£1300	Individualising support at all levels: Targeted support for children to address misconceptions, gaps and weaknesses	<table><tr><td>4.5(Yr 3) 5.6 (Yr 3) 4 (Yr 3)</td><td>5.2 (Yr 3) 4.5 (Yr 3) 3.8 (yr 3)</td><td>4.3(yr 3) 4.9 (Yr 3)</td></tr></table>			4.5(Yr 3) 5.6 (Yr 3) 4 (Yr 3)	5.2 (Yr 3) 4.5 (Yr 3) 3.8 (yr 3)	4.3(yr 3) 4.9 (Yr 3)						
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1/2	Boosters – HA and LA	£2000	Extending Learning Time: Programme of revision for SATs	<table><tr><th colspan="3">Average Point Score Progress for groups</th></tr><tr><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>5.3 (LA Booster) 5.6 (Yr 2 HA Booster) 6.0 (Catch Up) 6.0 (Phonics) 6.0 (Reading comp)</td><td>4.7 (LA Booster) 4.6 (HA Booster)</td><td>4.4. (LA Booster) 5.4(HA Booster)</td></tr></table>			Average Point Score Progress for groups			Reading	Writing	Maths	5.3 (LA Booster) 5.6 (Yr 2 HA Booster) 6.0 (Catch Up) 6.0 (Phonics) 6.0 (Reading comp)	4.7 (LA Booster) 4.6 (HA Booster)	4.4. (LA Booster) 5.4(HA Booster)
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	Small groups phonics, writing and maths – HA and LA	£3360	Individualising support at all levels Small group work to extend children’s writing and maths skills												
EYFS	Additional TA in EYFS	£7162	Individualising support at all levels: Targeted at children with significant SEN	Increase in outcomes across most aspects since 2013. % of children working at a good level of development has increased from 40 to 49. However, still a big disparity between outcomes for pupil premium children (33%) and non pupil premium (63%)											
	IPads	£960	Extending resources and using ICT to raise attainment: 3 iPads for EYFS to support literacy and numeracy	This remains a priority for the school. Pupils with SEN provided with additional support in terms of settling, communicating and socialising.											

YEAR GROUP	ITEM / PROJECT	COST	OBJECTIVE	OUTCOME																								
Whole school	Team Leaders	£71700	Quality daily teaching and sharing expertise: - Setting high expectations - Developing teachers' practice - Ensuring consistent implementation of school initiatives - Facilitating sharing good practice - Improving quality of assessment - Planning for and delivering interventions - Covering absence - Quality assurance - Data analysis - Monitoring/evaluation	Improving teaching profile (2013-14) 98% Good or better / 30% Outstanding Development of "Practice and Expectations Document" and workstreams ensured more consistent implementation of practice and expectations across school. Progress of PP pupils: <table><tr><th>YEAR</th><th>Reading Progress</th><th>Writing Progress</th><th>Maths Progress</th></tr><tr><td>5</td><td>4.8</td><td>4</td><td>5.3</td></tr><tr><td>4</td><td>4.1</td><td>4.3</td><td>4.4</td></tr><tr><td>3</td><td>5.2</td><td>4</td><td>4.9</td></tr><tr><td>2</td><td>5.2</td><td>4.4</td><td>4.6</td></tr><tr><td>1</td><td>3.6</td><td>3.7</td><td>3.4</td></tr></table> (Yr 1 based on 2 terms)	YEAR	Reading Progress	Writing Progress	Maths Progress	5	4.8	4	5.3	4	4.1	4.3	4.4	3	5.2	4	4.9	2	5.2	4.4	4.6	1	3.6	3.7	3.4
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Library development – teaching space Reading Books £5000	£25,000	Improving conditions for learning: New library and teaching space created in the Top Hall to raise the profile of reading across the school, enable whole classes to use the library and provide children with greater choice of reading materials.	New library completed and well used. Children act as library monitors and manage book lending. We have a librarian who runs reading sessions for classes across the school. End of KS2 READING: PP pupils made excellent progress in reading – 100% made 2 levels of progress and 59% made more than expected progress compared to the national figure of 30%. Attainment in reading for PP pupils at 89% was above the figure for all pupils nationally. There has been a significant increase in the three year rolling average for PP pupils. <table><tr><th>2010-12</th><th>2011-13</th><th>2012-14</th></tr><tr><td>62</td><td>75</td><td>86</td></tr></table> End of KS1 READING: Increased % of pupils eligible for FSM achieved a level 2+ - 91% in 2014 compared to 77% in 2013. Current Progress Children across the school making good progress in reading (average 4 points+ per year.)	2010-12	2011-13	2012-14	62	75	86																			
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Numicon	£4537	Extending resources: Introducing a multi-sensory maths teaching resource to help children make connections with numbers, create good mental pictures of numbers, so they can solve problems more effectively.	Pupils are more confident in using Numicon to support their number work. This has been particularly targeted at KS1. End of KS1 MATHS: Increased % of pupils eligible for FSM achieved a level 2+ - 96% in 2014 compared to 82% in 2013. PP pupils made 4.6 points of progress in maths.																									

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Whole School	SEN extra 2 days	£12471	Individualising support at all levels: Provision of additional SEN support	End of KS2: 100% of SEN children made 2 whole levels of progress in reading and writing and 97% in maths.																															
	iPads for SEN	£960	Extending resources and using ICT to raise attainment: 3 x iPads for SEN to support literacy and numeracy	<table><tr><th>YEAR</th><th>Reading Progress</th><th>Writing progress</th><th>Maths Progress</th></tr><tr><td>5</td><td>4.9</td><td>5</td><td>4.7</td></tr><tr><td>4</td><td>4.8</td><td>4.6</td><td>4</td></tr><tr><td>3</td><td>4.6</td><td>4</td><td>5.3</td></tr><tr><td>2</td><td>5.3</td><td>4.4</td><td>4.5</td></tr><tr><td>1</td><td>3.6</td><td>3.9</td><td>3.4</td></tr></table> (Yr 1 based on 2 terms)	YEAR	Reading Progress	Writing progress	Maths Progress	5	4.9	5	4.7	4	4.8	4.6	4	3	4.6	4	5.3	2	5.3	4.4	4.5	1	3.6	3.9	3.4							
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EAL extra 2 days +resources	£14572	Individualising support at all levels: Provision of additional EAL support	KS2 Results <table><tr><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>93</td><td>86</td><td>93</td></tr></table> 100% made 2 levels of progress in reading and writing and 97% in maths. <table><tr><th colspan="4">Average Point Score Progress for EAL children</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>5</td><td>5.2</td><td>4.4</td><td>4.9</td></tr><tr><td>4</td><td>4.1</td><td>5.3</td><td>4.2</td></tr><tr><td>3</td><td>5.5</td><td>4.3</td><td>5.2</td></tr><tr><td>2</td><td>5.4</td><td>4.7</td><td>4.5</td></tr></table>	Reading	Writing	Maths	93	86	93	Average Point Score Progress for EAL children					Reading	Writing	Maths	5	5.2	4.4	4.9	4	4.1	5.3	4.2	3	5.5	4.3	5.2	2	5.4	4.7	4.5		
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Bilingual support workers	£6910	Individualising support at all levels: Additional support for Turkish pupils	Good progress made by the majority of Turkish children. However, there is a continued need to work with those children with multiple factors, e.g. SEN and Pupil Premium and EAL.																																
Targeted parents' meetings	£800	Engaging parents in learning: Targeted parents meetings providing support/guidance with regard to curriculum, children's levels and next steps	<table><tr><th colspan="4">Average Point Score Progress for children of targeted parents</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>6</td><td>5</td><td>5.4</td><td>4.8</td></tr><tr><td>5</td><td>5.6</td><td>5.2</td><td>4.7</td></tr><tr><td>4</td><td>3.9</td><td>3.6</td><td>4.4</td></tr><tr><td>3</td><td>4.7</td><td>5.1</td><td>5.3</td></tr><tr><td>2</td><td>5.3</td><td>4.7</td><td>4.7</td></tr><tr><td>1</td><td>3.8</td><td>3.4</td><td>3.3</td></tr></table> (Yr 1 based on 2 terms)	Average Point Score Progress for children of targeted parents					Reading	Writing	Maths	6	5	5.4	4.8	5	5.6	5.2	4.7	4	3.9	3.6	4.4	3	4.7	5.1	5.3	2	5.3	4.7	4.7	1	3.8	3.4	3.3
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3	4.7	5.1	5.3																																
2	5.3	4.7	4.7																																
1	3.8	3.4	3.3																																
Crèche Provision	£1000	Engaging parents in learning: Provision of crèche to support parents in attending parent learning sessions	Attendance at family learning sessions is high, between 15 and 22 on each course.																																

YEAR GROUP	ITEM / PROJECT	COST	OBJECTIVE	OUTCOME
Whole school	Learning mentor	£15431	Building Belief: Providing additional support for children with a range of needs – emotional, social, behavioural, attendance/ punctuality etc.	Significantly improved attendance for 2 children. 5 out of 7 showed improvement in behaviour both in and out of the classroom.
	Assertive mentoring sessions	£4553	Individualising support at all levels: Termly mentoring sessions providing more effective feedback so that children know where they are and what they need to do to improve	All children in years 1 – 6 have received 1:1 mentoring sessions each term. Children are more confident in being able to talk about what they have achieved, where they are in their learning and what their next steps for improvement are.
	Developing children as leaders	£1000	Building Belief and extending life skills: Extending opportunities for children to take a lead across the school. Child leaders to develop a portfolio for accreditation.	Children have taken on a range of leadership responsibilities throughout the school: library monitors, school council members, sports leaders, playground friends and lunchtime helpers. This has been monitored through a “Children as Leaders” workstream. Pupil leaders have completed their training and are continuing to build their leadership portfolio.
	Residential trip school subsidy	£1525	Extending school hours and building belief: Children offered residential place in multi-activity centre	Targeted children developed excellent team working skills. They were more confident and developed new friendships.
	Additional Language Assessment and EP support	£2000	Individualising support at all levels: Targeted speech and language support and educational psychology assessments	Improved speaking and listening scores. Support staff more confident in supporting pupils with speech and language needs.
	Targeted Extended School Places - 5 places	£1755	Overcoming barriers – improving attendance and punctuality: Places provided in Breakfast club and in after-school provision	Improved punctuality of 3 children now attending breakfast club daily. Targeted children taking part in a range of enrichment activities.
	Reading club	£1521	Extending Learning Time: Daily reading club to develop reading skills and foster a love of reading	Children attending show more positive attitudes to learning. They have enjoyed reading to one another. They read more regularly at home and enjoy talking about the texts they are reading. Progress: 4.8 points progress.
	Times table club	£608	Extending Learning Time: Daily times tables club to develop mental maths ability	Children have been supported to learn their times tables. Weekly records show improvements in times tables skills and this has also been noted in class mental maths sessions.
	Homework clubs	£1521	Extending Learning Time: Weekly homework sessions to support children in building on work completed in class	Class records show that children attending homework club complete homework regularly.
	Family Support Work	£7000	Targeted family work to support families to overcome barriers to attendance and barriers to children's learning	Attendance for PP pupils was above that of non-PP pupils and broadly in line with our target of 95% There has been a reduction in the % of persistent absentees This remains a priority for the school.

YEAR GROUP	ITEM / PROJECT	COST	OBJECTIVE	OUTCOME
Whole school	School Radio Station	£4399	Using ICT to raise attainment Establishing a school radio station to develop key skills such as communication, working with others, problem solving, improving own learning and performance, as well as speaking and listening, and reading and writing skills	This needs further development. Arrangements have been made for key members of staff to receive additional training so that they can take a lead with this across the school and radio broadcasts can be more effectively linked to the curriculum. An area for sharing radio broadcasts has been developed on the new school website.
	TOTAL:	£228,444		

TOTAL PPG RECEIVED	£223,200
TOTAL PPG EXPENDITURE	£228,444
PPG REMAINING	£-5,244

EVALUATION OF PUPIL PREMIUM SPENDING 2013-14

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

We have used Raise Online, our local authority data summary, as well as our own analysis of school data to evaluate impact in terms of attainment and progress.

IMPLICATIONS FOR SPENDING 2015-16

- *Increase % of children achieving level 3 and 5 (in line with national)*
- *Increase % of children achieving GLD in EYFS (in line with national)*
- *Further develop feedback provided to pupils – Assertive Mentoring, AFL strategies*
- *Introduce peer tutoring (older children supporting younger children)*
- *Extend opportunities to share best practice - Introduce lesson study*
- *Develop culture of action research in school – explore pre-teaching*
- *CPD for staff – metacognition, higher order thinking, cognitive conflict*
- *Develop speaking and listening and writing skills through more effective use of school radio station*
- *Develop school website to better share information about learning*

PERFORMANCE OF DISADVANTAGED PUPILS AT END OF KS2				
	2014	2013	2012	2011
% of PP pupils achieving level 4 in reading	89%	88%	81%	57%
% of PP pupils achieving level 4 in writing	100%	96%	91%	42%
% of PP pupils achieving level 4 in maths	94%	96%	92%	71%
% of PP pupils making 2 levels of progress in English	100%	94%	100%	82%
% of PP pupils making 2 levels of progress in maths	97%	100%	100%	94%

KS2 ROLLING AVERAGE: PUPIL PREMIUM					
% at level 4c+	2009-11	2010-12	2011-13	2012-14	Increase over time
Reading	62	62	75	86	+24
Writing	56	69	77	95	+39
Maths	71	75	86	94	+23
RWM combined	44	59	71	84	+40

NARROWING THE GAP			
Gap between PP PUPILS and ALL PUPILS nationally at KS2			
	READING GAP	WRITING GAP	MATHS GAP
2014	0	+15	+8
2013	+4	+13	+11
2012	-6	+10	+6
2011	-7	-12	-9