

# Pakeman Pupil Premium Grant Expenditure:

## Report to Governors: 2014/15

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### CONTEXT

Pakeman Primary School is a one and a half form entry school in Islington. We have a Nursery and provide extended provision from 8am to 6.00pm each day. We also have a Saturday School, which is funded by Shine (Richard Reeves Foundation) 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.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. Our school motto 'Excellence for All and Excellence from All' reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect (Please see our Optimistic School Charter).

#### **Our population (Raise Online 2013):**

The school is located in an area of high social deprivation and have a high percentage of children are eligible for FSM, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised targeted support so that our children can flourish.

*"There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen to go the 'extra mile', and the school deploys its resources well, particularly to provide extra support and intervention for pupils and families who may face significant difficulties and barriers to learning. As a result, any gaps between groups are closing rapidly."*

*"All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school's good organisation and strong, shared vision underpin its good capacity to continue moving forward." (Ofsted 2011)*

#### **Recent Initiatives / Improvements:**

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

- 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
- Rising roll and school a "first choice school" of parents
- Development of school library to raise profile of reading in the school and support improved attainment in reading
- Introduction of non class-based team leaders across each phase (5/6, 3/4,1/2 and EYFS) developing greater consistency in practice and expectations through addressing within in school variances and resulting in consistently good quality of teaching and increased percentages of outstanding teaching
- Excellent safeguarding audit (February 2012)
- Improved support for higher ability pupils through extension of interventions provided and collaborative maths project with local primary and secondary
- Leading Parent Partnership Award for excellent engagement with parents – 2013
- 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
- Introduction of Assertive Mentoring (including termly mentoring sessions for each child) so children are able to talk confidently about where they are and know what their next steps for improvement are.

- Increased number of children taking a lead in the school through development of new posts of responsibility
- Art Therapists, based at school, providing support with social, emotional and behavioural issues
- New ICT infrastructure, including the introduction of iPads, allowing ICT to be delivered in classes
- Increased uptake of extended school provision
- Introduction of work-streaming including the development of role of middle leaders in driving school improvement planning
- Shine on Saturday School, funded by Richard Reeves Foundation (successful bid for £180,000), providing targeted places for 60 children each week from 5 schools
- Financial - School FMSiS and SFVS used as example of best practice by local education authority
- Building of "The Lodge" (successful bid from Goldman Sachs) to facilitate improved teaching of individuals and small groups especially in reading with increased numbers of voluntary readers working in the school
- 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
- Collaboration with the Institute of Education to improve practice and develop a research based culture
- Increased sports provision– golf, squash, football
- 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) – this 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 + as they move through the school.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making:

- Parental engagement (LPPA)
- Importance of quality first teaching (Sutton Trust)
- Within school variance (David Reynolds)
- Feedback and Peer Tutoring (Education Endowment Foundation Toolkit).

This year our aim is to continue to increase the quality of day to day teaching through increasing the percentage of outstanding teaching across the school using our "Team Leader Model" which places an additional non-class based teacher across each phase. We will be collaborating with the Institute of Education to introduce lesson study as a means of sharing best practice across the school. In addition to this they will support us in conducting our own action research into pre-teaching as an effective intervention.

We want to continue to raise standards in reading by enthusing children to become avid readers and will extend our resources in the new school library and focus 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 be focus on developing children's speaking skills to support this through the use of ICT – film making, writing blogs and broadcasting using our radio station. 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.

To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and through providing targeted parents' meetings to support them in helping children at home.

Leadership role children – we will continue to extend the roles of pupil leaders across the school, including building in opportunities for them to become peer tutors, supporting younger children in their learning.

Training for staff this year will include a focus on higher order thinking, metacognition and developing cognitive conflict. In addition to this we will be providing additional support for staff in developing their use of AFL strategies to improve feedback.

#### PUPILS ON ROLL

Total number of pupils on roll	330
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#### NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED

Total number of pupils on roll	330
Total number of pupils eligible for PPG	246
Amount of PPG received per pupil	£1300
<b>Total amount of PPG received</b>	<b>£319,800</b>

## NATURE OF SUPPORT 2014/15

Focus on Learning in the curriculum	84%
Focus on social, emotional and behaviour	6%
Focus on enrichment beyond the curriculum	4%
Focus on families / Community	6%

### **Curriculum Focus:**

Increase % of children working at age related expectations in reading, writing and maths

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15

Year Group	Item/project	Cost	Objective	Outcome																																															
5/6	Boosters HA and LA (after school)	£14500	Maximising Learning time through after school, Saturday and holiday provision.	<b>PROGRESS:</b>  100% of PP pupils made <b>2 levels of progress</b> in writing and maths and 97% in reading  The percentage of PP pupils making <b>more than expected progress</b> was well above national. <table><tr><td></td><td>R</td><td>W</td><td>M</td></tr><tr><td>Sch.:</td><td>53</td><td>77</td><td>56</td></tr><tr><td>Nat:</td><td>30</td><td>30</td><td>31</td></tr></table> <b>ATTAINMENT:</b>  L4+ Attainment of pupils eligible for FSM was at or above the <b>national figures for ALL PUPILS</b> in every area.  Whilst L5+ results represent excellent progress for our PP pupils, attainment in reading, writing and maths is still below national for all pupils. Attainment in reading and maths is broadly in line with <b>national figures for FSM pupils</b> and attainment in SPaG is above national for all pupils.  Increasing attainment at level 5, especially in writing, remains a school improvement priority.  <b>ATTAINMENT OVER TIME</b>  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. <table><tr><th>% at level 4c+</th><th>2009-11</th><th>2010-12</th><th>2011-13</th><th>2012-14</th><th>2013-15</th><th>Increase over time</th></tr><tr><td>R</td><td>62</td><td>62</td><td>75</td><td>86</td><td>89</td><td>+27</td></tr><tr><td>W</td><td>56</td><td>69</td><td>77</td><td>95</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>88</td><td>+17</td></tr><tr><td>RWM</td><td>44</td><td>59</td><td>71</td><td>84</td><td>84</td><td>+40</td></tr></table>		R	W	M	Sch.:	53	77	56	Nat:	30	30	31	% at level 4c+	2009-11	2010-12	2011-13	2012-14	2013-15	Increase over time	R	62	62	75	86	89	+27	W	56	69	77	95	95	+39	M	71	75	86	94	88	+17	RWM	44	59	71	84	84	+40
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Boosters (Saturday and Easter School)			Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision																																																
One to one tuition and small group in maths and English	£12749	Development maths and English skills through one to one and small group targeted support in English and maths																																																	
Additional TA	£14400	Develop growth mindsets and encourage independence  Small group support and development of English and maths skills																																																	
Aim Higher Project:	£1000	Learning to learn  Learning about the brain Accelerated learning and memory techniques																																																	

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15						
Year Group	Item/project	Cost	Objective	Outcome		
	Maths Tutoring:	£1194	Increasing maths skills: Online one to one tutoring to increase maths skills	82% of pupils (11 children) achieved level 4+ in maths.  100% made expected progress and 57% made more than expected progress.		
	Higher Level Maths Project (Partnership with secondary school)	£1500	Improving subject knowledge - higher level maths teaching Increasing high level attainment in maths	Increased attainment at level 5+ in maths		
				Prior Attainment KS1	No of targeted children	% of children achieving l5+
				2c	4	100%
				2b	3	100%
Shakespeare Workshop	£1494	Extending cultural experience and opp to enjoy work of Shakespeare Build creativity and language skills Building confidence and enthusiasm of staff to bring Shakespeare into the classroom	PP Pupils made 5 points progress in speaking and listening  For attainment and progress in reading, writing and maths see above.			
3/4	Small group support in reading writing and maths	£12760	Small group support in reading, writing and writing	Reading 4.2 Writing 3.9 Maths 4.5  90% of pupils made expected / more than expected progress		
	Shakespeare Workshop	£468	Extending cultural experience and opp to enjoy work of Shakespeare Build creativity and language skills Building confidence and enthusiasm of staff to bring Shakespeare into the classroom	85% reached expected standards in speaking and listening Pupils made 4 points progress in writing. 93% of pupils made expected / more than expected progress		
	Aim Higher:	£1000	Learning to learn Learning about the brain Accelerated learning and memory techniques	Children have a good understanding of the importance of having a growth mindset. They understand that making mistakes are all part of the learning process.		

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15						
Year Group	Item/project	Cost	Objective	Outcome		
1/2	Boosters Ha and LA	£2500	Maximising learning time through after school provision  Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision	Average Point Score Progress for groups		
				Reading	Writing	Maths
	Small group support	£3000	Small group support to extend skills in phonics, reading, writing and maths	4.7 (LA Booster)	4.3 (LA Booster)	4.5 (LA Booster)
				5.2 ( Yr 2 HA Booster)	5.1 (HA Booster)	5.3 (HA Booster)
				5.9 (Catch Up)		
				5.7 (Phonics)		
5.3 (Reading comp)						
			Increasing attainment at end of KS1, especially attainment at level 3 remains a priority for the school.			
EYFS	Targeted support for EYFS pupils	£15725	Improving basic language skills and building vocabulary Building basic literacy and numeracy skills Build social and emotional skills so children are more ready to learn	50% of pp pupils achieved a good level of development compared to 33% in 2014.  100% of pupils made expected /more than expected progress.  SEN children settled well and made good progress  Improving attainment in EYFS remains an area for improvement.		
	Ipads in EYFS	£2484	To use Ipads to improve assessment with better gap analysis to inform learning opps linked to need.			
	Additional TA in EYFS	£13694	Targeted support for children with SEN			
Whole School	Team Leaders (Including release of EYFS Team Leader)	£79700	<b>Addressing within school variance:</b> - Ensuring consistent implementation of practice and expectations - Improving monitoring and	Increasingly strong teaching profile.  Introduction of a developmental approach to lesson observation.  More consistent implementation of practice and expectations across school (Lesson observations / Monitoring file). Increasing high quality of work I and or		

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15				
Year Group	Item/project	Cost	Objective	Outcome
			<p>evaluation</p> <p><b>Ensuring Quality first teaching:</b></p> <ul style="list-style-type: none"> <li>- Team teaching and planning</li> <li>- Modelled lessons</li> <li>- Provide targeted CPD</li> </ul> <p><b>Sharing best practice:</b></p> <ul style="list-style-type: none"> <li>- Release for staff to share best practice</li> <li>- Modelled lessons</li> </ul> <p><b>Ensuring more accurate data:</b></p> <ul style="list-style-type: none"> <li>- Supporting effective use of data and gap analysis</li> <li>- Moderation</li> </ul> <p><b>Ensuring Effective interventions</b></p> <ul style="list-style-type: none"> <li>- Providing targeted support / intervention for pupils to address underachievement</li> <li>- Ensuring effectiveness of support staff</li> </ul> <p><b>Increasing engagement of parents in learning:</b></p> <ul style="list-style-type: none"> <li>- Targeted parents' meetings</li> </ul>	<p>progress made in books.</p> <p>Development of an action research culture – lesson study / pre-teaching.</p> <p>Workstreams have been embedded and have led to strengthened middle leadership with staff driving their own subjects.</p> <p>Good progress made by children.</p> <p>Strengthened relationships with parents, especially through targeted parents' meetings.</p>
Whole School	Assertive Mentoring	£5700	<p>Improving feedback:</p> <p>Assertive mentoring</p> <ul style="list-style-type: none"> <li>– setting clear targets for pupils</li> <li>– having individual mentoring sessions with pupils to discuss their learning, provide quality feedback and develop clear,</li> </ul>	<p>All children in years 1 – 6 have received 1:1 mentoring sessions each term.</p> <p>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.</p>



RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15				
Year Group	Item/project	Cost	Objective	Outcome
			next steps for improvement – Engaging parents more fully in learning – Informing whole, small, group, one to one teaching based on detailed gap analysis	
	Peer Tutoring	£1500	Improving feedback:  Older learners support younger learners taking responsibility for: - aspects of teaching - evaluating their success - providing feedback.	Children very engaged - Improved confidence and improved attitudes to learning.
	Developing children as leaders	£2535	Extending opps to build leadership skills:  Staff member issued with a post of responsibility for developing opps for children to lead their own learning	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.
	Library Development: Additional resources	£7848	Raise the profile of reading, increase reading skills, especially for boys and struggling readers	90% of pupils achieved I4+ at end of KS2
	Enrichment Project: Developing Thinking Skills	£1866	Developing thinking skills:  Puzzle Day Games / Puzzles to develop thinking	Children encouraged to develop thinking / problem solving skills Children learn to take turns and work as part of a team
	Residential Yr 6 school trip subsidy	£2500	Extending experiences and building confidence:	Targeted children developed excellent team working skills. They were more confident and developed new friendships.

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15																		
Year Group	Item/project	Cost	Objective	Outcome														
			Children offered residential places in multi-activity centre															
	VRH	£5940	Support on a one-to-one basis, to provide pupils with their full attention and support to:  - improve reading level  - increase overall confidence  - inspire a lifelong love of reading  - increase range of reading materials	Improved confidence and attitudes to reading Improved attainment in reading  Average point progress for voluntary reading children  Year 6 - 4.8 progress Year 5 - 4.1 progress Year 4 – 3.7 progress Year 3 - 4.3 progress Year 2 – 4.6 progress														
Whole School	Targeted Extended School Places- playcentre and breakfast club	£5070	Improving attendance and punctuality Improving social skills Places provided in Breakfast club and in after school provision	Children have a good start to the school day with a healthy breakfast. Children take part in a range of enrichment activities. Improved attendance														
	Additional Language Assessment and EP support	£1500	Development of language skills: Targeted speech and language support and educational psychology assessments	Improved speaking and listening scores.  Staff have been provided with clear strategies for supporting individual children so individual needs are better met.														
	SEN Support (Additional 2 days)	£12586	Provide earlier intervention – Develop basic literacy and numeracy skills – Individualising support	KS2: <table><tr><td>8 pupils were targeted.</td><td>Expected Progress</td><td>More than Expected Progress</td></tr><tr><td>Reading</td><td>100%</td><td>75%</td></tr><tr><td>Writing</td><td>100%</td><td>75%</td></tr><tr><td>Maths</td><td>100%</td><td>63%</td></tr></table> 75% of pupils achieved level 4+ in reading, writing and maths.			8 pupils were targeted.	Expected Progress	More than Expected Progress	Reading	100%	75%	Writing	100%	75%	Maths	100%	63%
	8 pupils were targeted.	Expected Progress	More than Expected Progress															
Reading	100%	75%																
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Maths	100%	63%																
EAL support (Extra 2 days + resources)	£23796	Develop language skills, Support transition of new joiners to the school,	<table><tr><td>25 pupils at KS2</td><td>Expected Progress</td><td>More than Expected Progress</td></tr><tr><td>Reading</td><td>100%</td><td>56%</td></tr></table>			25 pupils at KS2	Expected Progress	More than Expected Progress	Reading	100%	56%							
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RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15						
Year Group	Item/project	Cost	Objective	Outcome		
			especially in development of early language and building friendships	Writing	100%	44%
				Maths	100%	56%
					L4+	L5+
				Reading	88%	32%
				Writing	92%	44%
				Maths	96%	36%
				EAL support has also been provided for new joiners to the school who have made fast progress in acquiring English.		
	Reading Club	£2340	Extending learning time: Daily reading club to develop reading skills and foster a love of reading	Children attending show a more positive attitude to reading. They enjoy reading to one another. Children read regularly at home and enjoy talking about the texts they are reading.  Progress - 4.8 points		
	Times Tables Club	£1452	Extending learning time: Daily times tables clubs 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.		
	Family Support Work	£14000	Supporting parents to overcome barriers to children's learning and Increasing engagement of parents in learning. Increasing attendance. Targeted family work, provision of family learning opps and focused work on improving attendance and punctuality.	Overall absence 4.8% Pupil premium absence 5.8%. 10 Pas (3.7%) accounted for 21% of absence. 7 out of 10 of these are pupil premium pupils.  Attendance has impacted on the attainment of some of the persistent absentees – so improving attendance of this group remains a priority for the school.		
	Extending AFL skills	£3800	Improving feedback: Support for teaching staff to develop skills in AFL: Improving feedback (written and oral) Development of success criteria	Lessons and work scrutinies show that AFL strategies are being used consistently and effectively across the school.		
	Targeted Parents	£1300	Increasing engagement of	At least 10 parents are seen in each year group Workstreams show that targeted children have made		

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15				
Year Group	Item/project	Cost	Objective	Outcome
	Meetings		parents in learning	accelerated progress.
	Creche provision	£1625	Supporting parents to attend family learning sessions Increasing parental engagement in children's learning	Attendance at family learning events has increased. Parents report that having a crèche has enabled them to attend the sessions.
Whole School	Bilingual support days – Turkish and Somali	14180	Supporting the development of children's language skills. Improving communication with parents of EAL pupils.	Good systems are in place to ensure that children develop English language skills quickly when they join the school. Good progress made by the majority of children. However, there is a continued need to work with those children with compound disadvantage e.g. SEN and Pupil Premium and EAL.
	Lesson Study Project <i>(In collaboration with the Institute of Education)</i>	£7800	Extending opps to share best practice and learn from one another through development of effective lesson study. - Developing skills of team leaders to run lesson study groups - Planning desired impact using the London Centre for Leadership in Learning (LCLL)'s Impact Framework - Participating in lesson study process as focus teacher and observer - Reflecting on and evaluating process - Leading lesson study group	Team leaders are confident in using the lesson study approach. It will now be cascaded to other staff and used alongside our developmental approach to lesson observations.
	Pre-Teaching Project <i>(In collaboration with the Institute of Education)</i>	£2600	To support a small group of teachers to engage in school-based research around the impact of pre-teaching in Maths. - Accessing relevant	Successful project – staff exploring the approach feel that it has been extremely beneficial for the children. They have presented their findings to other staff and are keen to continue with the approach next year. They have found that, after pre teaching, children are more confident, get more involved in the learning and have been able to support other children in the class. They display more positive attitudes to their learning.

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15

Year Group	Item/project	Cost	Objective	Outcome
			<p>research</p> <ul style="list-style-type: none"> <li>- Developing a research question</li> <li>- Using the LCCL's Impact Framework to plan for and analyse impact, plan and carry out the research, review impact and present findings to staff.</li> </ul>	
	Cognitive Acceleration	£3000	<p>To provide training for staff in cognitive acceleration:</p> <p><b>Concrete Preparation:</b> Explore understanding and engagement needed for higher order thinking.</p> <p><b>Social construction:</b> Explore the issues arising from group work and ways to ensure their success.</p> <p><b>Cognitive Conflict:</b> Explore the role of conceptual questions and the rationale for making learning difficult.</p> <p><b>Metacognition:</b> Explore how to help pupils develop their understanding of themselves as learners.</p> <p><b>Bridging:</b> How do we link learning beyond the immediate and recognise transferable skills.</p> <p><b>Planning for higher order thinking</b> Teachers to review plans that specifically aim to develop higher</p>	Staff are more confident in developing higher order thinking, creating cognitive conflict, making links in learning and helping children to understand themselves as learners.

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2014/15				
Year Group	Item/project	Cost	Objective	Outcome
			order thinking alongside subject knowledge.	
Whole School	School radio station	£1000	Using ICT to raise attainment and develop key skills: communication, reading, writing, working with others, problem solving and performance skills	Broadcasts now available on the new website. A team of children have been trained to produce broadcasts. Children enjoy listening to finished work online and having an authentic audience.
	Junior Librarian Online	£1284	Improve home reading and engage parents in reading at home	Children and parents beginning to access and read e-books at home. This needs to be extended.
	Development of new website	£4500	Engaging parents in children's learning and improve home learning and writing skills	The website is used effectively to share news about learning across the school. Children respond to blogs and complete home learning. Continued development next year.
	Additional Teacher	£14530	1:1 and small group work across the school to support targeted children to develop reading, writing and maths skills. Training for support staff in delivering interventions	Much of this support has been targeted in years 6. See KS2 results.
	TOTAL:	£321620		

TOTAL PPG RECEIVED	£319,800
TOTAL PPG EXPENDITURE	£322,420
PPG REMAINING	£-2,620

## IMPACT OF PUPIL PREMIUM SPENDING 2014-15

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

The impact of interventions is analysed half termly as assessment data is gathered and input / follow up is put in place if an intervention is not having the desired impact.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making:

- Parental engagement (LPPA)
- Importance of quality first teaching (Sutton Trust)
- Within school variance (David Reynolds)
- Feedback and Peer Tutoring (Education Endowment Foundation Toolkit).

This year our school priorities are to:

- Continue to increase the quality of day to day teaching through increasing the percentage of **OUTSTANDING TEACHING** across the school using our "Team Leader Model" which places an additional non-class based teacher across each phase.
- Increase % of children who meet / exceed the expected standard in **PHONICS**
- Raise attainment in **WRITING**
- Increase the % of **CHILDREN EXCEEDING EXPECTATIONS**
- Embed the **NEW CURRICULUM**
- Develop an effective system of **ASSESSMENT WITHOUT LEVELS**
- Enhance provision in the **EYFS** through enhancing outdoor learning and developing of a 2 year old centre
- Narrow the gap for **KEY GROUPS**– new joiners, persistent absentees and SEN

The charts below will be updated based on KS2 outcomes.

	2014	2013	2012	2011
% of PP pupils achieving level 4 in reading (National pupil premium)	89%	88%	81%	57%
% of PP pupils achieving level 4 in writing (National pupil premium)	100%	96%	91%	42%
% of PP pupils achieving level 4 in maths (National pupil premium)	94%	96%	92%	71%
% of PP pupils achieving level 4 in reading, writing and maths (National pupil premium)	100%	94%	100%	82%
% of PP pupils making 2 levels progress in English	97%	100%	100%	94%

% at level 4c+	2009-11	% at level 4c+	2009-11	% at level 4c+	2009-11

Reading	62	Reading	62	Reading	62
Writing	56	Writing	56	Writing	56
Maths	71	Maths	71	Maths	71
RWM combined	44	RWM combined	44	RWM combined	44

<b>NARROWING THE GAP</b> Gap between PP PUPILS and ALL PUPILS nationally at KS2			
	READING GAP	WRITING GAP	MATHS GAP
<b>2015</b>	0	+15	+8
<b>2014</b>	+4	+13	+11
<b>2013</b>	-6	+10	+6
<b>2012</b>	-7	-12	-9