

# Pupil premium grant expenditure: Report to Parents: Financial Year 2013/14

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## Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	492
Total number of pupils eligible for PPG (Free School Meal pupils – FSM – ever in the last 6 years)	225 pupils across reception through to Year 6
Amount of PPG received per pupil	£900
<b>Total amount of PPG received</b>	<b>£202,500</b>

## Curriculum focus of PPG spending 2013/14

*For pupils to make good progress and that progress gaps are narrowed between Pupil premium children in the school and national non Pupil premium children.*

*In 2013/14 there will be a focus on phonics, reading skills in early years and Maths with a view to demonstrating good and outstanding progress which will be tracked and evaluated on a termly basis. The quality of writing will be a focus across all children.*

*Promoting good school attendance.*

*Using staff knowledge and attainment data, groups of pupils are provided with targeted teaching and support, regularly being reviewed. The above mentioned interventions are embedded across the school, with future planning to adapt these following suitable evaluations of outcomes.*

*Termly Pupil progress meetings are held between the Headteacher and every Class teacher to discuss individual cases. The progress of all children in a class is reviewed, with Pupil Premium progress being filtered for specific review.*

*When appropriate, other children who can benefit from the Pupil Premium interventions are also included.*

## Nature of support 2013/14

<b>INTERVENTION</b>	<b>INTENDED FOCUS</b>
6 x 26 hour TA ( 1 per Year group 1-6)	Every Year group deploys these hours in order to prioritise the needs of targeted pupils/groups of pupil.
FSM reading project - 2 x 22.5 TA	Two TAs work every morning to support the Every Child a Reader project and have their own targeted group of children who have dedicated reading time with them. Progress in reading for children accessing this intervention is successful and carefully reviewed every term for impact.
75 hours of 1-1 tuition	Following the Autumn term progress review, this support has been targeted towards Year 2 Writing and Year 5 Maths. This may not be exclusively one child to one teacher, but in appropriate cases can be small groups with a teacher. The review of 2012/13 assessment data and the Autumn 2013 progress review suggest some children make more progress in more frequent, small groups, peer to peer, rather than with one to one tuition. We continue to review how well improvements in progress are sustained.
Year 5 fresh start phonics 1 x 22.5 hour HLTA	These groups are currently in Year 5 and are proving very successful. Progress has already been made during the Autumn term.
Learning mentor	<p>We have 3 nominated members of staff who support specific children alongside their other roles in school. They consider the use of strategies to support pupils in confidence-building activities, listening to and helping pupils resolve a range of issues that may be creating barriers to learning.</p> <p>This support is difficult to measure and is one we are carefully considering for the future. We track the children who access this support and we will be evaluating the value as each term progresses.</p>
PSA	<p>Parent support advisers (PSAs) work in partnership with families, parents, carers and pupils in a school context.</p> <p>Our PSA works with some parents and children to:</p> <ul style="list-style-type: none"> <li>help improve behaviour and attendance</li> <li>overcome barriers to learning to help parents support their children's learning</li> <li>work with parents to increase their involvement in their child's education, both at school and at home.</li> </ul>

60% Safeguarding support	This role specifically oversees our Children Looked After (CLA) and liaises with Social Workers, Teachers and other Agencies when appropriate. We consider the use of strategies to support pupils in confidence-building activities, listening to and helping pupils resolve a range of issues that may be creating barriers to learning.
40% Attendance Officer	Improving attendance to school is a priority for us and we have seen a steady improvement over the last 3 years. This role in school is pivotal to the management of day to day attendance. As a large school, this is a significant role to undertake but one which helps us identify more persistent absence and lateness to school. This has a dramatic effect on pupil progress, so is crucial to have a sustained overview. Evidence suggests there is a link between free school meal children and lower school attendance/persistent absence from school. This is a crucial barrier to overcome.
50% Nurture room provision	This provision offers focussed, intervention strategies, which address barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner.
ECAR project - 0.5 teacher	This is part of our Year 1 focus in closing the attainment gap as early as possible. Every Child a Reader (ECAR) involves a specialist, trained teacher supporting individual children and also providing a wider school input to develop reading knowledge across the school
Residential/transport subsidy	We contribute a given sum to every Year group to support transport to an education visit. Being able to access this valuable curriculum activity forms part of the children's learning and wider experience. This is important due to Withernsea's geographical isolation.

## Closing the gap: Autumn term 2013 internal Pupil Premium progress review

This information helps us evaluate the value of our Pupil Premium interventions

### Reading

Year	FSM aps	FSM Progress	Non FSM aps	Non FSM progress	Gap
2	10.43	1.61	11.89	1.58	-1.46
3	15.0	1.23	15.49	1.19	-0.49
4	19.15	1.76	18.48	1.35	+0.67
5	20.81	1.66	22.94	1.01	-2.13
6	25.26	0.43	25.58	0.79	-0.32
Totals		6.69		5.92	

Pupil Premium children made 0.77 points greater progress overall

### Writing

Year	FSM aps	FSM Progress	Non FSM aps	Non FSM progress	Gap
2	9.06	1.88	10.36	1.82	-1.3
3	13.68	1.00	14.16	0.63	-0.48
4	16.70	1.14	16.28	0.89	+0.42
5	17.84	1.46	19.9	1.03	-2.03
6	21.62	0.61	23.26	0.76	-1.65
Totals		6.09		5.13	

Pupil premium children made 0.96 points greater progress overall

### Maths

Year	FSM aps	FSM Progress	Non FSM aps	Non FSM progress	Gap
2	10.2	1.93	11.73	1.53	-1.53
3	13.58	0.39	15.04	0.18	-1.46
4	16.05	-0.23	15.97	0.2	+0.08
5	18.35	1.2	20.87	1.0	-2.52
6	23.43	1.48	25.40	1.92	-1.97
Totals		4.77		4.83	

Pupil premium children made 0.03 less points progress overall

## Measuring the impact of 2012/13 PPG spending

*The school has evaluated the impact on each pupil on a termly basis. Evaluation considers academic gains and how pupils' self-confidence has developed as a consequence of an intervention.*

*Success criteria should demonstrate good progress from data progress reports. Those pupils entitled to Pupil Premium have attainment progress tracked to monitor and evaluate the impact of interventions. This is in addition to their individual and class progress tracking. In this way the school can determine the value of its interventions and can ensure that the Pupil Premium funding is distributed to maximum effect.*

**We are trialling a new Pupil Premium tool for 2013/14 which will measure the value of spending per Pupil Premium child and the attributed interventions. The tool measures value for money comparing it to pupil progress at both pupil and intervention level.**

*Individually the 2012/13 Pupil Premium children made good progress, but there remains a gap for Year 6 Pupil Premium Children when compared to national non-Pupil Premium Year 6 children. We have considered this when reviewing our Pupil Premium intervention, which is reflected in the intended, measureable impact in 2013/14, stated earlier in this report.*

*In 2013/14 we are closely evaluating One to One Tuition and Learning Mentor provision for sustained*

impact.

The ECAR project has some very positive results and will be continued in 2013/14 – the leading teacher is coaching Teaching Assistants in order to maximise the children supported. We have also implemented a 'Reader Leader' initiative, which uses basic ECAR strategies for older children to read with younger pupils.

In 2013/14 we are continuing our Reading and Spelling project for Year 1. This is also overseen by our experienced ECAR teacher. The project had a positive impact on the Year 1 Phonics testing. 82% of Year 1 passed the test. This is an increase on last year which saw a 74% pass rate.

The variety of pastoral provision that is funded by the pupil premium is evaluated by the use of case studies. The proportion of children/families that benefit from this are considered, so we can justify the correct proportion of Pupil Premium funding allocated.

OVERALL	2012 average point score	2013 average point score	Comment
National Non Pupil Premium Pupils	28.9	29.1	All class teachers are tracking the progress of both Pupil premium and non-Pupil Premium children in their classes. Staff understand how Pupil premium funding is allocated and target this to the appropriate children, with oversight from Senior Management. Children are now being assessed on a 10 week rolling programme and as part of that we are closely monitoring the impact of our Pupil premium interventions.
WPS Pupil Premium Pupils	28.0	26.5	
WPS non Pupil Premium Pupils	29.0	28.9	

MATHS	2012 average point score	2013 average point score	Comment
National Non Pupil Premium Pupils	29.1	29.5	With the exception of our non-pupil premium children, this gap increased last year. For 2013/14 we have put more focus on Maths 1-1 tuition and TAs working with small targeted groups to support Numeracy. This is being closely monitored as each term progresses. We have a Maths Specialist on the staff who is coaching teachers in a more problem solving, deeper learning approach to Maths.
WPS Pupil Premium Pupils	28.9	26.8	
WPS non Pupil Premium Pupils	28.9	29.6	

READING	2012 average point score	2013 average point score	Comment
National Non Pupil Premium Pupils	29.4	28.8	We still have a small gap to reduce in Reading, but continue to support this with our Reading project and specialist teacher support. We will increase the number of children receiving the support over the next 1 – 2 years.
WPS Pupil Premium Pupils	27.8	27.6	
WPS non Pupil Premium Pupils	29.2	28.8	

WRITING	2012 average point score	2013 average point score	Comment
National Non Pupil Premium Pupils	28.0	28.3	In order to address this gap we have targeted TA support in each year group, phonics groups and 1-1 tuition. Writing is an overall school priority for improvement with greater emphasis across the school on writing practice/skills
WPS Pupil Premium Pupils	26.7	24.6	
WPS non Pupil Premium Pupils	28.7	27.6	

GRAMMER, PUNCTUATION & SPELLING	2012 average point score	2013 average point score	Comment
National Non Pupil Premium Pupils		28.8	2013 is the first year this data has been published. We have implemented the new requirements of spelling, grammar and punctuation and they are threaded within our regular literacy curriculum.
WPS Pupil Premium Pupils		26	
WPS non Pupil Premium Pupils		28.2	

