

Pupil premium grant expenditure: Report to Parents: Financial Year 2015/16

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	533
Total number of pupils eligible for PPG (Free School Meal pupils – FSM – ever in the last 6 years)	227 pupils across reception through to Year 6
Amount of PPG received per pupil	£1320
Basic funding	£299,640
Total number of pupils eligible for PPG (Post Looked After i.e. adoptive/special guardianship etc.)	11 @ £1900
Total amount of PPG received	£320,540

How we will be using our Pupil Premium grant in 2015/16

INTERVENTION	INTENDED FOCUS
6 x 22.5 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.
2 x HLTA (every morning) 1 x HLTA and 4 x TA (afternoons for additional Maths)	Take focused children to reinforce learning, over learn and differentiate as appropriate to support as many children to reach age related expectations. Focus on reading, writing and numeracy skills.
75 hours of 1-1 tuition	Following the Autumn term progress review, this support has been targeted towards Year 2 & Year 3 Writing. This may not be exclusively one child to one teacher, but in appropriate cases can be small groups with a teacher.
Early Years Level 2 TA	To enable children to quietly settle into foundation stage, develop positive relationships and overcome any early barriers to learning. Also to enable a focus on speaking and listening skills.

Year 1 focus group – 0.5 teacher	Teacher to focus on a small group of children to close the gap as they were identified as working behind age related expectations.
Learning mentor	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. They promote good behaviour choices and complement attendance support. We also provide enhancement activities for Pupil Premium children excelling in other aspects.
Forest Schools – half a day per week	This is an enrichment project, led by a Teacher, to promote learning in an outdoor setting, encourage motivation to learn and develop interpersonal skills.
Additional Speech and Language consultancy	This provides expertise to supplement our existing provision. We have some children who experience developmental delay with their speech and language. We use this expertise to help close the gap for these children and help them achieve age related expectations
Behaviour Support DHT – time equivalent to 1.5 days per week	A solution focussed positive approach. The DHT & AHTs monitor and meet with individual children to discuss their choices over the week – improvements are celebrated. Behaviour strategies are monitored and evaluated. Targets are set for those with Individual Behaviour Plans (IBPs_ and Pastoral Support Plans (PSPs). Contact with parents is made as outlined in IBPs and PSPs.
PSA & Home/School support	Parent support advisers (PSAs) work in partnership with families, parents, carers and pupils in a school context. Our PSA works with some parents and children to: help improve behaviour and attendance overcome barriers to learning to help parents support their children's learning work with parents to increase their involvement in their child's education, both at school and at home.
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.
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.

60% Nurture room provision	This provision offers focused, 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.

Measuring the impact of 2014/15 PPG spending

In 2014 - **Foundation pupils** 27% achieved a good level of development, 17% of pupil premium pupils achieved a good level of development. – areas of difficulty for pupil premium children include communication, language, literacy and numeracy, knowledge and understanding of the world(not technology), expressive arts. In 2015 results continue with pupil premium children behind non pupil premium children in these areas. It is right for the school to continue with its emphasis on additional staffing in the early years and additional speech and language support.

Year 1 phonics- all pupils were 4% below national and pupil premium children were 7% below national pupil premium children- The additional HLTA and TA support enables focussed phonics groups to continue and to continue to 'close this gap.' Non pupil premium children were 8% above national non premium children.

At KS 1 – there remains a gap to be closed with pupil premium pupils behind other national pupil premium children and non-pupil premium children also behind national non pupil premium children – it is a similar sized gap in reading, writing and maths. In Year 2 we had pupil receiving 1 to 1 tuition for one hour a week for 10 weeks. However we have changed this for 2015 to pupils having one to one tuition for 30 mins daily for 6 weeks. It is hoped the shorter time span will benefit their concentration and also the daily input have a greater impact as they can remember what they were learning and focussing on the day before to build on that learning – the impact of this will be measured as each group completes their 6 weeks. Some of the pupils in the ECAR group were also the same pupils in the smaller class. The teacher felt that the ECAR made more impact than the smaller class in supporting pupils to catch. Whilst they all made progress, closing the gap was much harder. It did enable more focussed speech and language activities and also an identification of potential special needs support. This year it was decided to increase the ECAR style approach with FFT wave 3 and to balance the classes more evenly with just over 20 in each class.

At KS 2 – it might appear by looking at the average point score only that the performance of our pupil premium children declined and our non-pupil premium children increased. However we have analysed our results further and found that special needs pupils have been an additional factor that needs to be considered in the analysis of the data.

Closing the Gap – Pupil Premium

Average point score - Year 6

	All 65	All not PP 30	All PP 35	Non SEN non PP 23	Non SEN PP 20	SEN not PP 7	SEN and PP 15
Reading	28.38	30.20	26.83	31.17	30.90	27.00	21.40
Writing	25.43	26.93	24.14	28.13	27.90	23.00	19.13
Maths	27.28	29.20	25.63	29.61	29.10	27.86	21.00

Our Non-SEN/ Non-Pupil Premium children and Non-SEN PP children **do not** have a significant gap in progress (0.5- 0.2)

However the SEN Non PP and SEN PP children do have a large gap and it is with SEN PP children that our focus must lie and further case study analysis.

It would appear for this cohort of children that having special needs as well as being pupil premium was additional factor in terms of attainment. This is not necessarily the picture across the school but was particular to this cohort of children.

Average point score charts:

OVERALL	2012 average point score	2013 average point score	2014 average point score	2015 Average point score	
National Non Pupil Premium Pupils	28.9	29.1	29.4	29.5	
WPS Pupil Premium Pupils	28.0	26.5	27.7	25.5	
WPS non Pupil Premium Pupils	29.0	28.9	28	28.9	

MATHS	2012 average point score	2013 average point score	2014 average point score	2015 Average point score	
National Non Pupil Premium Pupils	29.1	29.5	29.8	29.8	
WPS Pupil Premium Pupils	28.9	26.8	27.8	25.6	
WPS non Pupil Premium Pupils	28.9	29.6	28.3	29.1	

READING	2012 average point score	2013 average point score	2014 average point score	2015 Average point score	
National Non Pupil Premium Pupils	29.4	28.8	29.7	29.6	
WPS Pupil Premium Pupils	27.8	27.6	29.3	26.8	
WPS non Pupil Premium Pupils	29.2	28.8	29.1	30.1	

WRITING	2012 average point score	2013 average point score	2014 average point score	2015 Average point score	
National Non Pupil Premium Pupils	28.0	28.3	28.6	28.9	
WPS Pupil Premium Pupils	26.7	24.6	25.7	24.2	
WPS non Pupil Premium Pupils	28.7	27.6	26.8	27.2	

GRAMMAR, PUNCTUATION & SPELLING	2012 average point score	2013 average point score	2014 average point score	2015 Average point score	
National Non Pupil Premium Pupils	n/a	28.8	29.4	29.9	
WPS Pupil Premium Pupils	n/a	26	26.2	25.8	
WPS non Pupil Premium Pupils	n/a	28.2	27.2	28.7	

In terms of the impact of **home school support and PSA support** we have case studies to demonstrate some good impact but they are related to individuals so not appropriate to publish in a public arena.

ECAR – continues to demonstrate some excellent results with pupils improving their reading ages much in advance of their chronological age. (for example within 6 months making 15 month progress on their reading ages)

Attendance – 2014- 15

Pupil premium 94.23% non-pupil premium 93.99%

This demonstrates the effectiveness of attendance support with our pupil premium families.

Nurture Room Provision

They work hard to support children to ensure barriers to learning from social, emotional and behavioural difficulties are reduced. They have individual case studies to demonstrate positive impact. We have also asked the pupils for the difference it makes to them, again individual pupils have commented on the difference it makes to them

‘If I’m upset I can there....they helped me calm down a lot....teachers are busy but they can listen and help you sort it out....it’s helped me be a better learner because they help me not to give up...we just talked and it was really helpful. I know not to fight now...’

LAC Support

A dedicated mentor for our LAC pupils ensures they are well supported, all Personal Education Plans etc. are fully completed and pupils have their own point of contact dedicated to them. This enables our LAC children to settle well in school and ensure we meet their varying needs.