



Waltham St Lawrence Primary School

Pupil Premium 2015

What is Pupil Premium?

The Pupil Premium is additional funding provided to schools for supporting more disadvantaged pupils to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

How is it used?

Schools are free to spend the Pupil Premium as they see fit but will be held accountable on how it is used to support the identified pupils. From September 2012 schools are required to publish online information about how they have used the Premium. This will ensure that parents and others have key information on the attainment of pupils covered by the Premium and the extra support that they receive.

Schools are required to determine the most effective use of the Pupil Premium in order to meet local need and to communicate its decision. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving Free School Meals will be in receipt of Pupil Premium interventions at any one time.

The school's intervention programme benefits a large number of pupils but particularly those who generate Pupil Premium funds. The range of interventions provided includes: Precision Teaching and Learning – specific maths, reading, phonics and spelling groups; those linked to the needs of pupils with some learning difficulties and short term memory issues; ELSA support to help develop social skills and one to one tuition programme.

Progress towards set targets is monitored to determine the impact of the interventions and to ensure value for money. Data supports the school's determination to maintain the current level of interventions despite the financial challenges that commitment creates. Through the allocation of the Pupil Premium to the school's intervention programme budget, not only will the pupils meeting the eligibility criteria benefit directly, or indeed indirectly, from the school's provision, but so will other identified pupils.

What is the expected result?

The use of the Pupil Premium money should narrow the disadvantage gap between low income families and Looked After Children with other pupils.

Results and progress information follow the Academic Year (September to July) and financial aspects of Pupil Premium follow the Fiscal Year (April to March).

Overview of Waltham St Lawrence Primary School Pupil Premium Report September 2014

<i>Number of pupils on roll (EYFS)</i>	<i>14</i>
<i>Number of pupils on roll (Year 1-6)</i>	<i>102</i>
<i>Total number of pupils on roll at October Census 2015</i>	<i>116</i>

Number of pupils eligible for Pupil Premium Grant based on Jan 2015 Census	19
Total amount of Pupil Premium Grant Received for Academic Year 2015/16	£25,080

Objectives in spending PPG:

- To improve social, emotional development and behaviour by providing extra TA and ELSA support for pupils so that they make good progress in all areas
- To boost learning and bring the curriculum to life by funding enrichment activities e.g. theatre visits etc.
- To part fund quality curriculum resources that are required to support creative learning and teaching e.g. funding Extra-curricular activities e.g. Sports, Sewing Clubs & Holiday Camp etc.
- To diminish the differences in progress and attainment of PP pupils in Reading, Writing and Maths by:-
 - On-going short-term intervention programmes for underachieving pupils and those with SEND including ELSA support
 - One-to-one tuition for Year 2 children in SPaG, Reading, Writing and Maths
 - Group or 1-1 support to identified children in Phonics, Maths and Reading etc.
 - Specific Learning Resources to support children's needs e.g. Dandelion Scheme
 - Streamline intervention programmes throughout of the school by effective deployment of TAs to support within the class, in groups or 1-1 e.g. OT Sensory Circuit and Handwriting, Reading and Writing Intervention Programmes
 - Running specific booster groups e.g. SpaG, Phonics, Maths by teachers and TAs
 - Improving children's reading via ABC to Read support

Action	Result / Impact	Cost / Resources
Staff Training	Specific training target to improve educational standard and benefit children's learning	£1,695 spent on training / conferences for SEND & ELSA ELKLAN, HLTA, Anti-Bullying, safeguarding £930 spent on Supply Cover to release staff to attend training
Improve social, emotional development and behaviour by providing extra TA and ELSA support for pupils so that they make good progress in all areas	Vulnerable pupils who need additional support are catered for by ELSA through structured Intervention Programmes as well as unplanned support sessions as and when required, one to one or group ELSA intervention. This has helped improve behaviour, self-esteem, attitude, learning and academic achievement.	ELSA and LSA support cost £11,285 Additional time for TAs to attend ELSA & Safeguarding courses £300
Precision Teaching and Learning	Pupil Premium children in KS1 and Year 3 receive Precision Teaching and Learning support. Staff received training and /advice provided by specialists from the Borough	£3,535 contribute towards Buy-back service advices and training from RBWM
To boost learning and bring the curriculum to life by funding enrichment activities e.g. theatre visits etc. Assessment licence to	Children are more motivated in learning and online competitions helped raise standards in Maths and spelling/writing Subscription of online Assessment Tracking System to ensure consistency in tracking children's progress and further enhance children learning e.g. OTRACK	£1,075 towards school visits and in house activities £300 towards purchase on-line Assessment Tracking

enhance learning		System OTRACK
Using TAs more effectively to deliver intervention programmes within the class, in groups or 1-1. Additional support for quality teaching of Phonics and Maths	Increased % passing the Threshold for Year 1 Phonics Screening from 84% last year to 90% 2016 (Nat 81%) and Year 2 Phonics Screening retake 89% passed. This has a big impact on the reading standards	£367 for Phonics Book , Maths materials and other related educational materials e.g. games/puzzles
Targeted Phonics and dyslexia teaching Interventions Support for Spelling	Children identified as getting PPG receive more focused support from class teachers during lessons, as well as interventions in English and Maths. Interventions are led a member of teaching staff with Dyslexia Qualification which has a huge impact on those children who achieved the targets and their confidence has improved tremendously	£2,022 spent on allocating the best teachers to provide target support groups e.g. Booster group x3 a week Reading/Phonic 1:1 lesson ½ hr per week
Using PP money for specific booster groups e.g. SpaG, Phonics, Maths through external Professional Support ABC to Read and Winchmore Tutors	Children who are eligible for PP are identified to receive 1-1 reading support by a trained helper from ABC to Read, 3 times a week. Winchmore Tutors also provide 12 hrs specialist tuitions on Spelling, Reading Comprehension to the identified children x2. The children's confidence has noticeably increased and they enjoy reading more and the gaps has been narrowed.	£360 pa £432 pa

This represents a grand total of £23,011 which exceeds the Pupil Premium Grant received.

Feedback

Marking and Feedback at WSL involves individualised written or verbal responses /next step learning comments depending on the age, ability and maturity of the child, given in order for the children to address any further learning requirements as soon as possible and therefore develop their learning. Feedback is specific and clearly shows how children can improve their work. Response Time is given at the beginning of lessons to reflect on the previous lesson's feedback and address further requirements. In KS1 this feedback is, when possible, carried out during class with the children as they complete tasks. It is focused on learning activity itself, the process of the activity, and the children's management of their learning.

Pupil Premium children are targeted and supported during lessons by the class teacher in order to assess their progress and give verbal feedback, enabling them to refocus or move onto new activities in alignment with objectives. This feedback enables them to either achieve the lesson objectives or move on to next steps. Feedback is positive and challenging.

Children also self-assess their achievements and progress against shared Success Criteria or Steps to Success during and at the end of lessons.

Report on Impact of Intervention programmes for PP Pupils in 2014-2015

Throughout the school, Pupil Premium children have been identified as a 'focus group' and as a result receive more support from the class teacher during lessons, as well as interventions in ELSA, English and Maths. Interventions are led by highly trained Learning Support Assistants as well as in some cases, class teachers and the focus is on basic skills in Reading, Writing and Maths.

Our EYFS GLD outcomes, Year 1/2 Phonics Screening and end of KS1 and KS2 SATs results have also shown all the children have made expected or better progress from their starting points. Both 2016 SATs Data and Autumn Mid Data 2016 show that most of PP pupils are doing as well as or better than Non-PP group..

Other Year groups are similar except those who are also under other categories SEND, Traveller, PP, ELSA group etc. At WSL School we carefully track the progress of all our pupils and we use indicators such as eligibility for Pupil Premium, along with SEN, Traveller and EAL and others, to identify the performance of these groups of pupils against their peers in order to ensure we are making every possible effort to diminish the differences in attainment and progress.

Evidence:

- KS2 value added was broadly average or above in all subjects.
- From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics were close to or above national figures.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading & writing.
- Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading & writing.
- The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading & writing.
- The proportion of disadvantaged KS1 pupils that attained at least Level 3 was equal to or above the national figure for other pupils in writing & mathematics.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.
- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.

	All pupils	FSM	Non FSM
EYFS GLD Outcomes:	80% (Nat61%)	100%	75%
Year 1 Phonics Screening:	84% (Nat 77%)	100%	82%
Year 2 Phonics Screening Retake:	94% (Nat 90%)		

KS1 SATS APS	All pupils	FSM	Non FSM	Gap
Reading	18.8 (Nat16.6)	18.3	18.9	-0.6
Writing	17.8(Nat 15.3)	19.7	17.4	+2.3
Maths	17.8(Nat16.4)	18.3	17.7	+0.6

KS2 SATS APS	All pupils	FSM	Non FSM	Gap
All subjects	30.1(Nat 28.8)	29.35	30.2	-0.9
Maths	30.0(Nat 29.0)	27.0	30.4	-3.4
Reading	30.8 (Nat 29.0)	33.0	30.4	+2.6
Writing	29.1(Nat 28.2)	30.0	29.0	+1.0
SPaG	29.6(Nat29.1)	30.0	29.6	+0.4

Other Year groups are similar except those who are also under other groups SEN, ELSA group or BME etc.

September 2015