

Sherington Primary School

PUPIL PREMIUM



2014/15 PUPIL PREMIUM SPENDING PLAN

Background

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings, children who have been looked after continuously for more than six months and children from Services families. This also includes any pupils eligible for FSM at any point in the last six years.

Schools are free to spend their Pupil Premium as they see fit. However, we will be held to account for how we have used the additional funding to narrow the gap for these targeted pupils. We are required to publish online how we have used the premium. This is to ensure that parents and other stakeholders are made fully aware of the impact of this additional resourcing on learning and achievement outcomes within our school.

Our School

In 2014/15, Sherington Primary School received £155 100 in Pupil Premium funding for our children.

Key priorities

From our analysis of pupil achievement from 2013/2014, we identified that our key priorities to maximise the impact of this funding on achievement were:

- to continue to narrow the gap for disadvantaged pupils by addressing inequalities and raising the attainment of pupils in low income families or those who are 'looked after'
- to prioritise achievement in phonics and reading in year 1
- to ensure that the quality of provision and learning experiences for our youngest pupils in EYFS was consistently good or better
- to continue to provide pastoral support for any pupil who may experience difficulties outside of school that may impact on their learning in school
- to ensure equality of access by providing funding for activities such as school journey, after school clubs, trips out
- to develop individualised programmes of learning for pupils with SEN and who are also identified as PP pupils
- To buy in extra educational psychology time to support children with particular needs and ensure pupils in need of EHCPs are quickly identified and supported.
- Ensuring the quality of feedback provided with children, (including verbal feedback about learning) was consistently good or better
- Due to changes in the new SEN Code of Practice to ensure PP pupils with SEN would be quickly allocated a EHCP

What were our desired outcomes?

- Ensure that disadvantaged pupils make outstanding progress across the school
- Closing the attainment gap between school and national outcomes
- Ensure that pupils meet above National expectations and increase % of PP pupils who make more than expected progress
- To ensure early identification of pupils with SEN in particular language and communication difficulties in EYFS
- To ensure pupils in EYFS improve basic communication and language skills
- To raise achievement in reading and phonics for year 1 pupils
- To continue to track and monitor progress of PP pupils with EAL to ensure they receive additional tailored support where necessary
- To ensure pupils identified had EHCPs before transition into Secondary
- To ensure that pupils with EHCP or SEN support have individualised programmes of support in order that they can make outstanding progress against personal targets
- To ensure that pupils with SEN support or EHCPs are well prepared for Secondary Transfer
- Increased opportunities for curriculum enrichment through extra-curricular opportunities
- The development of greater consistency relating to the impact of feedback and marking

Pupil premium Spend for 2014/15

Total allocation £155,100

Additional EP time	
ActivKids	1,360
School meal assistance	545
One to one tuition/group support	14,450
Learning Mentor	19,978
EAL support	3,963
TA EMAG	13,162
Year2/3 support (Autumn Term)	21,886
Behaviour Lead	13,670
Teaching Assistant Y 5 Literacy/numeracy booster group	12,504
AW – EHCP 2 x pupils in year 5 1:1 support	19,950
EYFS SEN intervention	13,120
Year 6 TA group support and 1:1 reading	<u>24,000</u>
	<u>158,590</u>

Successful strategies for 2014/15

- Pupils were viewed favourably for after school activities and financial support was given for Activ Kids programmes during the holidays and school journey. The pupil identified came back to school 'ready for learning' having been kept active during school holidays. Children identified enjoyed taking part in after school activities, such as football, gymnastics, gardening, art and computing clubs.
- An experienced Teacher has supported the early identification of pupils with SEN in Nursery and Reception
- Children with S&L difficulties have IEPs in place and made good progress from their starting points
- 1:1 and 1:2 tuition from a specialist reading teacher in year 1 and 2, had a powerful impact on pupil outcomes in year 1 phonics screening and end of year reading attainment for pupils in key stage 1
- Pupils supported in year 2 made good or better progress from their starting points
- 2 children in year 6 were fast tracked to achieve EHCPs before leaving primary school
- 2 children in year 6 with EHCPs received additional 1:1 support to smooth their transition into secondary education (both pupils are reported to have settled well)
- Pupils with particular needs have followed individualised programmes of support and met challenging individual targets, through our Learning Mentor. These groups have received tailored support in our 'well resourced' wrap around centre.
- An additional teacher was employed to work with pupils in year 2 and year 5, to support quality first teaching. Attainment at end of year 2 and year 5 shows a positive impact
- The Lead Behaviour professional, her team and the Inclusion Manager have worked with individual children to work through personal issues. They have also carried out early intervention work to diagnose problems and ensure consistency of behaviour across the school in order to allow all pupils to make good or better progress

Evidence of Impact

Pupil Premium Report (Royal Borough of Greenwich)

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Children in cohort 62

Area of Learning	Early Learning Goal Description	% At expected level or above		
		School	LA*	National 2014
Communication and Language	Listening and attention	82%	88%	84%
	Understanding	81%	88%	84%
	Speaking	81%	87%	82%

Children attained in line with National results in Communication and Language by the end of EYFS

Pupils made good or better progress from their starting points.

		% At expected level or above		
		School	LA*	National 2014
Prime	ALL Communication and Language	77%	85%	77%
	ALL Physical Development	95%	89%	86%
	ALL Personal, Social and Emotional Development	87%	87%	81%
Specific	ALL Literacy	74%	79%	66%
	ALL Mathematics	81%	82%	72%
	ALL Understanding the World	85%	86%	80%
	ALL Expressive Arts and Design	89%	88%	83%
ALL Prime Early Learning Goals		74%	82%	-
ALL Specific Early Learning Goals		71%	76%	-
ALL 17 Early Learning Goals		69%	75%	-
Achieving a Good Level of Development[^]		69%	77%	60%
Average total score		32.4	35.5	33.8

Children attained in line with National in Communication and Language
And above National in all other areas.

There were only 3 children in Reception who were recorded as FSM

1 pupil with FSM achieved a good level of development

A higher % of Pupil Premium children attended Nursery, 7 additional spaces were created for full time places

In school tracking shows that children made good progress in Communication and Language from their starting points.

Phonics - Year 1

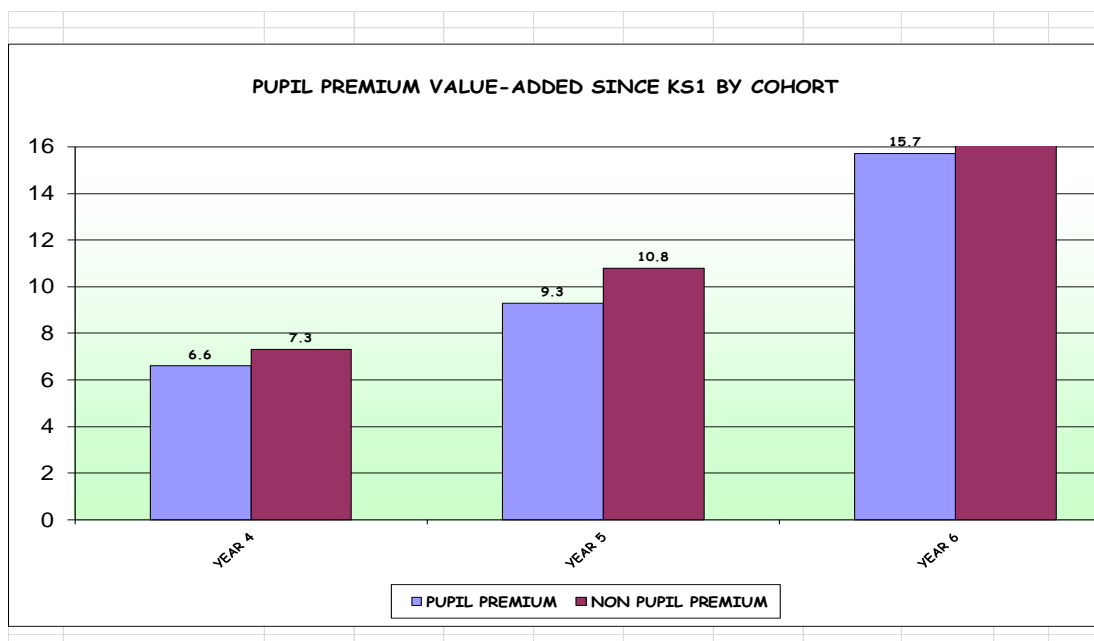
Phonics (p17) Raise-on-Line

	No. Pupils	Year 1						Year 2 cumulative	
		2013		2014		2015		2015	
		School	National	School	National	School	National	School	National
All	58	83%	69%	75%	74%	93%	77%	90%	90%
Boys	39	76%	65%	55%	70%	92%	73%	80%	88%
Girls	19	90%	73%	94%	78%	95%	81%	100%	92%
Disadv.	9	50%	57%	50%	63%	78%	66%	90%	84%
Other	49	87%	73%	78%	78%	96%	80%	90%	92%

- Year 1 achieved outstanding results with 93% achieving expected
- Disadvantaged pupils reaching above National Standards in 2015

SUMMER ATTAINMENT AND PROGRESS BY PUPIL PREMIUM								
			Summer 15					
ATTAINMENT								
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
PUPIL PREMIUM		11.5	15.2	18.8	19.7	24.9	28.6	
NON PUPIL PREMIUM		11.2	16.1	19.6	23.1	26.8	30.9	
GAP		0.3	-0.9	-0.8	-3.4	-1.9	-2.3	
PROGRESS								
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	AVERAGE
PUPIL PREMIUM		4.7	6.4	4.5	3.1	2.8	6.4	6.4
NON PUPIL PREMIUM		3.1	5.8	4.4	3.4	3.1	5.5	5.5
GAP		1.6	0.6	0.1	-0.3	-0.3	0.9	0.9
VALUE-ADDED SINCE KS1								
		YEAR 4	YEAR 5	YEAR 6				
PUPIL PREMIUM		6.6	9.3	15.7				
NON PUPIL PREMIUM		7.3	10.8	16.6				
GAP		-0.7	-1.5	-0.9				

- Attainment across the school was above average for all pupils, including pupil premium pupils (apart from year 4 PP)
- Progress across the school was more than expected in years 1,2,3 and 6 for pupil premium pupils, but less than expected in year 5 (however overall attainment in year 5 is above national for PP pupils)
- One of our strengths is in the progress that pupils make over time, where you can clearly see the impact on pupil premium pupils in comparison to non-pupil premium pupils.



Raise-on-Line 2015

Closing the gap (enter % 2LP/3LP) (p45, 47, 49, 55)

	Expected (2LP)			Better than expected (3LP)		
	Dis-advantaged	Other (school)	Other (national)	Dis-advantaged	Other (school)	Other (national)
Reading	96%	100%	92%	65%	59%	33%
Writing	92%	100%	95%	46%	66%	37%
Maths	96%	100%	91%	42%	72%	37%

- Disadvantaged pupils make good or better progress than other pupils nationally in reading and maths, and are slightly below in writing.
- Three levels of progress shows that disadvantaged pupils at Sherington make outstanding progress in comparison to other pupils nationally.
- Interventions in key stage 2 are clearly having an impact