

## Pupil Premium Analysis 2013/14

### Pupils qualifying for the Pupil Premium:

There were 17 children who qualified in the 2014 census. This is the same as 2013 although funding per head has increased.

Anticipated Expenditure 14/15						
<b>Income 2014/15 £22,700</b>	<b>£11,462</b>	<b>£1,200</b>	<b>£4,649</b>	<b>£2,265</b>	<b>£4738</b>	<b>Total £24,314</b>
(16 @ £1300 & 1@1900)	£4,182 Nurture /Speech & Language Post £2956 Yr 1 £4324 Yr 2	Free after school clubs for Pupil Premium children	Additional ½ day pw for the SENCO for increased need	Take a Break Club/Quiet Play Supervision	LDG contribution (see below)	
<i>Additional allocation from school budget to top up provision</i>						<b>£1,614</b>

*N.B. The LDG contribution to the Local delivery Group of schools gives us access to a private Speech and Language Therapist (6 half days), Parent Support Advisors (as required) and a private Education Psychologist (6 days) each academic year.*

### Progress Made 2013/14:

Children's progress is recorded below as to whether they Met (M); Exceeded (E); or Missed (O) their targets. **Within Year 2:** if the box is shaded green they exceeded national progress rates over Key Stage 1, if white they met expected progress rates and if pink they did not meet the nationally expected rate.

Subject	Year 2							Year 1							Rec		
	E	E	E	E	E	E	E	E	M	O	E	E	E	L		O	M
Reading	E	E	E	E	E	E	E	E	M	O	E	E	E	L	O	M	M
Writing	E	M	E	M	E	M	M	E	M	O	E	E	M	L	M	M	M
Maths	E	E	E	O	E	E	E	E	E	M	E	E	E	L	M	M	M
Codes	S/L	-	S	-	-	S	L	S	S	S	S/L	S	S	L	-	-	-

(L) denotes a child who either left or joined late and did not complete a full year so data was not available; (S) denotes the child is also on the Special Educational Needs register.

### Analysis and Outcomes:

- The Year 2 disadvantaged children performed strongly with only one child missing target in maths and this had already been identified as an area of difficulty for them. Additional support and coaching ensured this child scored a 2C but missed their target of 2B. The only child in this group who did not make nationally expected progress had significant Special Educational Needs but met or exceeded their own targets. Raise Online 2014 notes that overall disadvantaged children performed better than those not deemed disadvantaged which is an improvement on previous achievement patterns at the school. They also scored better than National averages in Reading, Writing and Maths. This was partly due to some of our disadvantaged pupils being amongst the most able in the cohort as they also achieved a bigger proportion of Level 3s in all areas when compared to the national levels.
- There were more qualifying children in Year 1 this year; this has been identified as a cohort with additional needs to the norm. Increased support over normal provision was allocated while they were in Year 1, and some additional support remains now they have moved to Year 2. The Phonics Screening Test showed a slight improvement overall for Y1 but data shows that our vulnerable pupils scored the weakest of all in spite of extra small group coaching; this may be due to the fact that many of this group are also on the Special Needs Register.
- In Reception many more children made the expected grade at the end of the year than last year. Standards improved for all areas of learning. The one child who qualified for Pupil Premium met the age related expectations after additional input regarding attendance.

## Access to Provision Made:

1. Booster Groups targeted early reading, phonics, fine motor skills and writing skills in Yr 1. These were accessed by a target group of children (40%) specifically to raise the standard of their basic skills and try and ensure they met their literacy targets. In reading. Results were variable depending on whether the child had special needs or not. 74% of this group met or exceeded their target in reading and 78% did so in writing.

This targeted reading, writing and maths in Yr 2. These were accessed by a wide variety of children over the year which ensured that 93% met or exceeded their reading targets in Y2 and 97% met or exceeded their targets across Key Stage 1; 90% met or exceeded their writing targets in Y2 and 95% met or exceeded their targets across Key Stage 1; 97% met or exceeded their maths targets in Y2 and 97% met or exceeded their targets across Key Stage 1.

2. Language and Nurture Groups were accessed by 26 children over the year.
3. After school clubs were funded for 11 (vulnerable) FSM children. All were offered the provision but not all took up the offer.
4. Take a Break Club was accessed by 15 children daily on a rota through the classes and provides a quiet area for a) quieter pupils preferring this atmosphere b) pupils desiring more adult contact in a quiet environment and c) a time out space for those needing to calm down at lunchtimes.
5. Local Delivery Group contribution meant that during the academic year 2013/14 an additional 5 families have had access to education psychologist advice, 16 children had speech therapy input from a therapist that would otherwise have been unobtainable, and 3 families sought individual support from the Parent Support Advisors.

There were also up to 9 families who accessed Coffee Mornings and 11 who accessed the 'Understanding Children' workshop run by the PSAs at the start of this academic year. Feedback was very positive and all wish to attend more of this sort of workshop. We also put on 'Time to Talk' workshops targeted at Reception children and 16 families and their children accessed these and gave very good feedback about the provision. This programme will be extended next year at no additional cost by using our Parent Support Advisors. There will also be some extra language, social skills and nurture workshops trialled for target children from spring 2015.