

Pupil Premium Grant

Learning Outcomes 2013/14 Academic Year

Context of the School

William Read Primary School is a larger than average sized primary school for its type, serving 403 pupils and the surrounding area. Pupils come from a wide range of social economic circumstances with the majority of pupils being from wards with below average social class households.

It is a school that requires improvement but has many good attributes. Our children greatly enjoy school (evidenced by July 2014 questionnaire) and they feel safe and teaching is good. We offer an all inclusive curriculum supported by extremely high levels of care and support and guidance through our pastoral care provision.

| Number of pupils and pupil premium grant | |
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| Total number of pupils on roll | 367 |
| Total number of pupils eligible for PPG | 138 |
| Amount of PPG per pupil (2014/15 FY) | £1,300 |
| Amount of PPG per pupil (2013/14 FY) | £900 |
| Total amount of PPG for 2014/15 financial year | £179,400 |
| Total amount of PPG for 2013/14 financial year | £132,476 |
| PPG for Academic Year 2013/14 | £152,028 |

| Nature of Support 2013/14 Academic Year | |
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| Learning in the curriculum | £80,002 |
| Social, emotional and behaviour | £57,588 |
| Enrichment beyond the curriculum | £12,103 |
| Families and community | £9,236 |
| School Leadership | £4,095 |
| Resources | £9,487 |
| Total | £172,511 |

Strategy for the effective use of the pupil premium

- The Headteacher in consultation with the governors and staff decide how the pupil premium is spent for the benefit of pupils following an in depth review of internal and external pupil level data. This information together with our knowledge of the children helps us identify the priority groups or individuals to access the funding. We consult research to inform our decision making and policy – Sutton Trust Trust toolkit and Fischer Family Trust.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the pupil premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged.
- The school will assess what additional provision should be made for individual pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the pupil premium.
- The Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor, evaluate and review the success of the impact of the pupil premium funding. We use Raise Online and Target Tracker to evaluate the impact of spending decisions on attainment and progress.

Provision Summary

- Additional teaching and support for intervention groups
- Pastoral care worker time
- Provision of the Butterfly (nurture) room and sensory room
- Subsidisation of breakfast club and after school clubs
- Funding a school counsellor
- Sports mentoring and coaching
- Enabling all children to access enrichment opportunities
- Resources allowing differentiated learning

Impact Summary

- **EYFS:** 72% of pupils achieved an overall Good Level of Development. 9.8% were assessed as Exceeding. 77% of these children on entry to the school in Autumn 2013 were working at below the expected level. The Talk for Writing Programme and the use of Numicon have enabled pupils to make good progress.

- **KS1:** 82% of pupil premium children achieved level 2C plus. . In year progress for all children has been good. We recognise there is still a gap to close between the pupil premium children and the non-pupil premium children and strategies have already been put in place for the 2014/15 academic year to address this.
- **KS2:** The combined reading, writing and maths attainment at Level 4+ was 89%. 84% of our pupil premium children achieved level 4+ in reading, writing and maths.
- The school's LA review in November 2013 identified the school as being good in all areas.
- The school has now fully trained Forest Schools leaders and is starting Forest School learning from September 2014.
- Two teaching assistants in year 1 focus entirely on pupil premium children and interventions.
- A governor sub committee was formed that meets twice termly to monitor the impact of pupil premium spending.

Pupil Premium Grant

2013/14 Objectives and Impact

| Year Group | Project | Cost | Planned objective | Impact |
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| 6 | Reading, Writing and Spelling Booster groups. | £6,276 | <p>To individualise support at all levels.</p> <p>To increase attainment in Writing for PPG from 57% (March 2014 data) in line with national expectations of 83%.</p> <p>To close the attainment gap between non PPG children and PPG children for Writing.</p> | Summer term – 93.3% of PPG children achieved level 4 or above in Reading and Writing (93.8% non PPG) |
| | Maths Boosters | £7,446 | To increase PPG pupil attainment from 72% (March 2014) to 85% (national data). | 93.3% of PPG pupils reached level 4 or higher in Maths (96.9% non PPG). |
| | 1:1 Provision – Maths and Literacy | £5,250 | Targeted at specific children to improve their age related profiles. | 80% of PPG receiving this 1:1 tuition moved at least a third of a level, with 40% making two thirds of a level's progress. |
| | RM Maths – Breakfast Club | £1841 | To reinforce maths knowledge and practice particular areas of weakness. | Improvement from 72% to 93.3% of PPG children achieved level 4 or higher. |
| | Easter SATS practice | £nil | Additional work provided for children to complete, extending the programme of revision for SATs, resulting in increased attainment in English and Maths. | Improvements as noted above. |
| | Enterprise Week | £nil | Listening to experts from a variety of professions talk about their roles in the community and skills | Increase in confidence (discussion skills) and social skills. |

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| | | | required to perform particular jobs. The purpose of the week was to enrich pupil's business and economic understanding, to improve their engagement with learning by listening to real life examples of business and to contribute to their future economic wellbeing. | |
| 5 | Maths <ul style="list-style-type: none"> • Maths Boosters and 1:1 Support • Maths Clubs • 1:1 Tuition | £4,091 | To increase attainment To bring these children in line with age related profiles. | Progress is being made with many children reaching expected levels with the support of 1:1 tuition. |
| | Reading and Writing Intervention groups include <ul style="list-style-type: none"> • Toe by Toe • Rapid Readers • Lexia • 1:1 | £4,050 | To increase attainment To bring these children in line with age related profiles. | The Lexia programme was particularly successful last year and is now being supported by further booster groups led by an HLTA during 2014/15. |
| 4 | Maths Maths clubs including RM Maths | £1,931 | To increase attainment To bring these children in line with age related profiles. | All children on these programmes have made at least a third of a level's progress in the year. Progress of PPG children against non PPG children is good. |
| | Reading and Writing Interventions including <ul style="list-style-type: none"> • Toe by Toe • Lexia • Rapid Readers | £2,709 | Targeted support for children to extend reading and writing skills. | Some programmes were very successful in that 80% of levels improved over the year. |
| 3 | Reading and Writing Intervention programmes including <ul style="list-style-type: none"> • Lexia | £4,790 | To offer individual support to increase attainment levels of children. | 90% of pupils are now on track to achieve level 4C+ at the end of year |

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| | <ul style="list-style-type: none"> • Toe by Toe • Bug Club • Literacy club • 1:1 support | | | 6 in RWM. |
| | Maths Intervention programmes including <ul style="list-style-type: none"> • Rapid Maths • RM Maths • 1:1 | £1,862 | To offer individual support to increase attainment levels of children. | Increased attainment for all children. |
| 2/1 | Literacy Programmes <ul style="list-style-type: none"> • Literacy Group (teacher led) • Lexia • Writing Focus Group • Toe by Toe • Bug Club | £8,251 | To increase attainment in Writing for PPG children from 77% (March 2014 data) in line with national expectations of 91%. | 75% of the PPG literacy group levels improved by at least a third in Writing. 89% (national 91%) of all children were level 2 or above (national 85%). |
| | Maths Interventions Maths club RM Maths | £1,958 | To increase the attainment levels of children in this group. | 75% of children attending this group have made one third of a level's progress. |
| EYFS | Learnpad tablets | £4,680 | To offer differentiated learning. The tablets were acquired in July 2014 and will allow ICT to be delivered in classes. | N/A |
| | Tapestry Program | £200 | To record electronically the learning journeys of the children. | There is more interaction between parents/carers and the school. |
| | Forest Schools | £2,500 | Training Programmes for staff that will target Year 1 in 2014/15. This will allow children to apply their learning to the outside environment. | Level 3 accreditation achieved. Forest Schools starting Sept 2014 for Year 1. |
| EYFS/All Years | TA support for individualised learning | £29,846 | To offer individuals support with specific SEN using Talk for Writing Programmes, Numicon, gym trail. | EYFS: results for pupils achieving a GLD have increased by 18% and are above national expectations. Increased |

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| | | | | attainment in KS1 and KS2 English and Maths (attainment data) |
| All Years | Provision of Nurture Room, Sensory Room, pastoral care and counselling. | £57,588 | To build secure foundations for every child with social and emotional needs. To form supportive relationships between staff, parents and children to allow the identification of emotions and remove anxieties. Massage in school programme supports this area. | An increase in self-esteem, confidence, social skills and improved behaviour, evidenced by fewer lunchtime incidents. An improvement in attendance figures to 97%. Case studies evaluate the impact of pastoral interventions. |
| | Enrichment beyond the curriculum Including Breakfast club (free provision) After school clubs Harbour lunchtime clubs Sports coaches at lunchtime Gym trail Chess club | £12,103 | Programmes adopted to ensure bullying is kept to a minimum, children are occupied during lunchtimes with sports, games and chess club and the provision of a free breakfast club and after school club. | Increased uptake of extended school provision. Fewer lunch time incidents and increased interest from children in sports at lunchtimes. Positive comments from children on surveys about non curricular activities. |
| | Family & Community Participation in the Canvey Schools Partnership Programme and Attendance programmes by the Deputy Headteacher. | £9,236 | Offers families in need access to specialist services, out of school programmes for PPG children and parenting/family support. | Attendance programmes include a partnership with Southend United Football Club offering mentoring sessions and after school football to children with over 95% attendance. |
| | Numicon resources | £844 | Differential learning offering a multi-sensory maths resource. Used in conjunction with other Maths programmes (as | Pupils achieving level 4+ and level 4b+ has increased from 75% (2012) to 91% (2014). |

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| | | | above). | |
| | Maths computer programs MyMaths, RM Maths and Mathletics maths programmes | £1,300 | Used in particular focus groups as described above | Impact as described above. |
| | School Leadership Introduction of Junior Leadership Team. | £250 | Junior Leadership team introduced to develop leadership skills and assist in shaping decisions affecting the children. | The team helped with decision such as lunch time sports provision, the playground markings and catering menus. Junior leadership team awards in assembly. |
| | Targeted support from the SLT, mentoring provision and external coaching. | £3,509 | Peer coaching sessions, planning support and classroom management to address any development issues. | Overall teaching at the end of the summer term judged as good and considerable improvements in data. |