

# Pupil Premium

## Pupil Premium Grant Expenditure Report to Governors and Parents Review of 2014/15 & Intended Spend of Funding for 2015/16

### Pupil Premium

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be eligible for Free School Meals or who have claimed within the last 6 years (Ever 6), as well as students who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the armed forces are also entitled to this funding. All schools are required to report on the amount of funding and how it is being used.

### Principles

We organise teaching and learning at Ellen Wilkinson in order to meet the needs of all children in the most effective way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. EWPS ensures that appropriate provision is made for children who belong to vulnerable groups, including our socially disadvantaged children, and that their needs are effectively assessed and met. We further support these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all the children that are disadvantaged receive the Pupil Premium grant. Given this, we carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at EWPS and nationally.

### Review of Academic Year 2014-15

<b>Total number of children eligible for PPP</b>	170
<b>Amount of PPG received per pupil</b>	£1300

**Total amount received**

£209,034

**Objectives**

To reduce in-school attainment gap between PPG & non PPG pupils in reading, writing and maths

To increase targeted extended school opportunities for PPG

To develop access to a range of services available to support well-being of PPG pupils

Support attendance and punctuality of PPG pupils through increased monitoring and engagement with families

In 2014-15 the PPG was used to:

**Attainment & Progress**

Deliver Every Child a Reader in year 1

Additional 0.5 teacher in year 6 working with targeted groups

Release for class teachers for Targeted Learning Time across years 1-6

4x 20 minute booster support each week for target pupils (delivered in blocks of 9 weeks)

Week long Easter school provision for targeted pupils in year 6

**Well Being & Pastoral support**

Learning Mentor support & sessions with pupils identified with barriers to learning (including anger management, social skills as well as individual programmes)

Every Child A Musician (music therapy)

Targeted access to enrichment opportunities including after school provision & school journey

**Attendance/Family Support**

Support for vulnerable PPG families via Learning Mentor & Children's Centre Family support Worker

Dedicated time for attendance Manager to take additional action where vulnerable PPG pupils attendance remains below national and/or school average (whichever is higher)

## PPG Spending Breakdown

### Impact of PPG Spend 2014/15

#### Attendance

School attendance remains above national average. Targeted support was given to families where punctuality was a concern and this had a positive impact.

#### Attainment

Pupils in receipt of the PPG achieved well in line with their peers in the same group nationally and closed the gap across the school except in EYFS. Therefore Targeted Learning Time is also being used in Reception for academic year 2015-16, and more effective use of assessment tools will support improvement in this area.

### EYFS (2014)

% achieving GLD	COMMUNICATION & LANGUAGE						LITERACY				MATHEMATICS						
			Listening & Attention		Under-standing		Speaking		Reading		Writing		Number		Shape, Space & Measure		
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All	60	78	61	87	84	87	84	87	82	82	74	80	67	90	75	92	79
FSM	14	79	45	93	74	86	74	93	72	86	58	79	51	100	60	93	65

% achieving GLD		COMMUNICATION & LANGUAGE						LITERACY				MATHEMATICS					
<b>Non FSM</b>	46	78	64	85	86	87	86	85	84	80	78	80	71	87	78	91	82

### Year 1 Phonics Test (% at met)

	Cohort	School %	National %
<b>All</b>	59	92	77
<b>FSM</b>	16	94	66
<b>Non FSM</b>	43	91	80

### Key Stage 1

	Cohort	All NC Core subjects		Reading		Writing		This grid shows Average Point Score (APS) for each subject against national. Maths	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
<b>All</b>	60	15.4	16.1	16.1	16.6	13.9	15.3	16.3	16.4
<b>FSM</b>	24	15.3	14.8	15.8	15.2	13.8	14.0	16.3	15.2
<b>Non FSM</b>	36	15.5	16.6	16.3	17.1	13.9	15.8	16.3	16.8

### Key Stage 2

% achieving Level 4 or above (unvalidated)

		All NC Core subjects %		Reading %		Writing %		Maths %		GPS %	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
<b>All</b>	59	81	80	92	89	85	87	92	87	85	80
<b>FSM</b>	25	76	70	92	83	76	79	88	80	88	71
<b>Non FSM</b>	34	85	84	91	92	91	90	94	90	82	84

% achieving Level 5 or above (unvalidated)

		All NC Core subjects %		Reading %		Writing %		Maths %		GPS %	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
<b>All</b>	59	10	24	39	48	14	36	44	41	59	55
<b>FSM</b>	25	76	70	32	34	16	22	40	28	60	43
<b>Non FSM</b>	34	85	84	44	55	12	42	47	47	59	61

## Progress

KS1 to KS2 Value Added Summary (100 = expected progress)

		All NC Core subjects		Reading		Writing		Maths	
	Cohort	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
<b>All</b>	*50	100.3	100.0	100.6	100	99.3	100	100.7	100

		All NC Core subjects		Reading		Writing		Maths	
<b>FSM</b>	24	100.2	99.8	100.2	99.7	99.2	99.8	100.8	99.8
<b>Non FSM</b>	26	100.5	100.1	101.1	100	99.3	100	100.8	100.1

*\*Number of pupils that have KS1 results from a school in England*

## Summary

With the exception of EYFS, pupils in receipt of the PPG perform in line with their peers across the school and meet or exceed the same group nationally. Where performance is weaker (notably in writing & more able in English) this is reflected across both FSM & Non-FSM groups and therefore is the focus for school development priorities in 2015-16. It is therefore suggested that a similar spending focus is maintained for 2015-16 in order to close the gap further (see page 2).