



## Wyton Primary School Pupil Premium Statement of Impact 2012-13

**Number on Roll (NOR) September 2012: 145**

**Number of children entitled to Pupil Premium (PP): 21 (14.7%)**

**Number of children entitled to Service Premium (SP): 40 (30%)**

**Total Funding for year 2012-13: £29,800**

Pupil Premium is a grant aimed to raise attainment for groups of pupils who experience potential barriers to learning. The groups identified by the government as qualifying for the grant are children who are in receipt/have received free school meals, Looked After children or those from service families. At Wyton on the Hill Primary School Pupil Premium is allocated to children from service families as well as those who have free school meals. We ensure that the needs of these children are considered when targeting provision.

As an inclusive school, we ensure that teaching and learning opportunities meet the needs of **all** our pupils, whatever their background. However, we recognise that pupils who belong to vulnerable groups may need additional provision and we plan this provision carefully. This includes ensuring that the needs of socially or academically disadvantaged pupils are thoroughly assessed and addressed on an individual basis.

In making provision for socially and academically disadvantaged pupils, we recognise that not all pupils who receive free school meals or who are from service/forces families will be socially or academically disadvantaged. We also recognise that not all pupils who are socially or academically disadvantaged are registered or qualify for free school meals. We therefore 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 is allocated annually, following a needs analysis which will identify priority classes, groups or individuals. Please see the school's Pupil Premium Statement for 2012-13 for further information. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time. Impact is monitored and reported to governors termly through the Performance and Standards Committee.

Provision	Cost	Rationale	Planned Outcomes & Agreed Monitoring & Evaluation Processes	Actual Outcomes June 2013																																																																																																																														
<p>Provision of Transition Learning Mentor to implement the school's Transition Protocol, which was developed as a result of a five -school cluster pilot project funded by the 2011 round of M.O.D. grants (20 hours per week)</p>	<p>£9,000</p>	<p>Research has shown that high levels of mobility can disadvantage pupils academically, as they focus their attention on settling into their new surroundings and adjusting to new routines. Historically, the school has been subject to high levels of pupil mobility, typically around 30% of pupils moving in and out during the academic year. A thorough Transition Protocol, based on models of best practice and implemented by a dedicated Teaching Assistant should enable pupils to settle in quickly and reduce barriers to learning caused by mobility. The Transition Learning Mentor will also undertake entry-level assessments, so that the pupils can receive appropriate close the gap intervention work, should this be necessary.</p> <p>Pupil Premium pupils and other local groups also have a higher than expected level of mobility - the Transition Protocol is therefore applied to all pupils joining the school.</p>	<p>Attainment:</p> <ul style="list-style-type: none"> <li>All PP &amp; SP pupils to be working within 1 point of or above levels of personal attainment expected in the core subjects (based on prior records of attainment)</li> </ul> <p>Narrowing the Gap (Pupil Progress):</p> <ul style="list-style-type: none"> <li>Average Point Scores of PP &amp; SP groups to be in line with / exceeding those of other groups in the core subjects</li> </ul> <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Parents and teaching staff will report that new pupils have settled in quickly and are engaging well with school life and learning</li> <li>Pupils remaining at Wyton on the Hill will cope more successfully with the moving on of their friends and classmates</li> </ul>	<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Assertive Mentoring records and SIMMs data evidences all PP &amp; SP pupils working within 1 point or above of personal attainment expected in the core subjects (based on prior records of attainment)</li> </ul> <p><b>Narrowing the Gap (Pupil Progress):</b></p> <ul style="list-style-type: none"> <li><b>Reading</b></li> </ul> <table border="1" data-bbox="1579 438 2063 715"> <thead> <tr> <th>Year</th> <th>No. of PP pupils</th> <th>Average Points Progress (APP)</th> <th>Number of SP pupils</th> <th>Average Points Progress (APP)</th> <th>APP of Cohort</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td><td>N/A</td><td>6</td><td>9</td><td>8.27</td></tr> <tr><td>2</td><td>3</td><td>6.2</td><td>1</td><td>4.67</td><td>4.45</td></tr> <tr><td>3</td><td>5</td><td>6.33</td><td>11</td><td>4.36</td><td>3.54</td></tr> <tr><td>4</td><td>4</td><td>3.0</td><td>4</td><td>5.5</td><td>3.46</td></tr> <tr><td>5</td><td>4</td><td>2.0</td><td>4</td><td>3.0</td><td>3.05</td></tr> <tr><td>6</td><td>1</td><td>6</td><td>3</td><td>6.55</td><td>5.35</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Writing</b></li> </ul> <table border="1" data-bbox="1579 735 2063 1011"> <thead> <tr> <th>Year</th> <th>No. of PP pupils</th> <th>Average Points Progress (APP)</th> <th>Number of SP pupils</th> <th>Average Points Progress (APP)</th> <th>APP of Cohort</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td><td>N/A</td><td>6</td><td>7.64</td><td>8.27</td></tr> <tr><td>2</td><td>3</td><td>3.0</td><td>1</td><td>3.67</td><td>3.46</td></tr> <tr><td>3</td><td>5</td><td>2.4</td><td>11</td><td>2.77</td><td>2.31</td></tr> <tr><td>4</td><td>4</td><td>3.0</td><td>4</td><td>5.0</td><td>4.1</td></tr> <tr><td>5</td><td>4</td><td>2.5</td><td>4</td><td>5.0</td><td>3.05</td></tr> <tr><td>6</td><td>1</td><td>4.0</td><td>3</td><td>5.45</td><td>5.35</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Maths:</b></li> </ul> <table border="1" data-bbox="1579 1032 2063 1308"> <thead> <tr> <th>Year</th> <th>No. of PP pupils</th> <th>Average Points Progress (APP)</th> <th>Number of SP pupils</th> <th>Average Points Progress (APP)</th> <th>APP of Cohort</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td><td>N/A</td><td>6</td><td>8.67</td><td>8.18</td></tr> <tr><td>2</td><td>3</td><td>3.4</td><td>1</td><td>3.34</td><td>3.51</td></tr> <tr><td>3</td><td>5</td><td>4.17</td><td>11</td><td>4.08</td><td>3.63</td></tr> <tr><td>4</td><td>4</td><td>4.0</td><td>4</td><td>2.0</td><td>2.53</td></tr> <tr><td>5</td><td>4</td><td>5.0</td><td>4</td><td>8.0</td><td>6.0</td></tr> <tr><td>6</td><td>1</td><td>6.0</td><td>3</td><td>6.25</td><td>6.31</td></tr> </tbody> </table> <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Positive feedback from staff and families regarding impact of Transition Protocol on pupils' ability to settle in</li> </ul>	Year	No. of PP pupils	Average Points Progress (APP)	Number of SP pupils	Average Points Progress (APP)	APP of Cohort	1	0	N/A	6	9	8.27	2	3	6.2	1	4.67	4.45	3	5	6.33	11	4.36	3.54	4	4	3.0	4	5.5	3.46	5	4	2.0	4	3.0	3.05	6	1	6	3	6.55	5.35	Year	No. of PP pupils	Average Points Progress (APP)	Number of SP pupils	Average Points Progress (APP)	APP of Cohort	1	0	N/A	6	7.64	8.27	2	3	3.0	1	3.67	3.46	3	5	2.4	11	2.77	2.31	4	4	3.0	4	5.0	4.1	5	4	2.5	4	5.0	3.05	6	1	4.0	3	5.45	5.35	Year	No. of PP pupils	Average Points Progress (APP)	Number of SP pupils	Average Points Progress (APP)	APP of Cohort	1	0	N/A	6	8.67	8.18	2	3	3.4	1	3.34	3.51	3	5	4.17	11	4.08	3.63	4	4	4.0	4	2.0	2.53	5	4	5.0	4	8.0	6.0	6	1	6.0	3	6.25	6.31
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Provision of Pastoral Learning Mentor hours to look after the welfare of children from vulnerable groups in need (20 hours per week)	£9,000	65% of PP / SP pupils have identified social, behavioural, emotional needs which impact significantly on their readiness to learn. 20 hours of Pastoral Learning Mentor support will enable pupils to receive interventions and therapies tailored to their individual needs (including play therapy, Drawing and Talking and Expect Respect etc) The Pastoral Learning Mentor will also provide a point of contact for the families of pupils from vulnerable groups, supporting processes such as CAF and Locality provision such as 'Stay and Play' and practical parenting courses.	<p>Attainment:</p> <ul style="list-style-type: none"> <li>All PP &amp; SP pupils receiving Pastoral Intervention work to be working within 1 point of or above levels of personal attainment expected in the core subjects (based on prior records of attainment)</li> </ul> <p>Narrowing the Gap (Pupil Progress):</p> <ul style="list-style-type: none"> <li>Average Point Scores of PP &amp; SP pupils receiving Pastoral Intervention work will be in line with / exceeding those of other groups in the core subjects</li> </ul> <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Parents and teaching staff will report that pupils receiving Pastoral support are engaging well with school life and learning</li> </ul>	<p><i>Attainment &amp; Narrowing the Gap (Pupil Progress):</i></p> <ul style="list-style-type: none"> <li>See box 1 above</li> </ul> <p><i>Observable / Anecdotal Outcomes:</i></p> <ul style="list-style-type: none"> <li>Behaviour and attendance records evidence a reduction in the number of behaviour incidents and an increase in punctuality and attendance amongst a number of pupils engaging with the Pastoral Learning Mentor.</li> </ul>
Provision of high quality close the gap tutoring for pupils identified as being at risk of under-achieving in both KS1 & KS2 (20 hours per week)	£9,000	PP & SP pupils across the school have a range of ability. Needs of all pupils are identified through the analysis of half termly assessments. This provision will enable targeted support and intervention in core areas according to need. PP / SP pupils in Y2 and Y6 will be a priority.	<p>Attainment:</p> <ul style="list-style-type: none"> <li>Identified Y2 &amp; Y6 PP &amp; SP pupils achieve or exceed levels of personal attainment expected in the core subjects (based on prior records of attainment)</li> </ul> <p>Pupil Progress:</p> <ul style="list-style-type: none"> <li>Average Point Scores of all PP &amp; SP pupils receiving Pastoral Intervention work will be in line with / exceeding those of other groups in the core subjects</li> </ul> <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Teaching staff observe increased engagement and confidence of pupils in receipt of close the gap interventions</li> </ul>	<p><i>Attainment &amp; Narrowing the Gap (Pupil Progress):</i></p> <ul style="list-style-type: none"> <li>See box 1 above</li> <li>Improvement in marks achieved in half termly assessments for pupils in receipt of close the gap interventions is outstanding.</li> </ul> <p><i>Observable / Anecdotal Outcomes:</i></p> <ul style="list-style-type: none"> <li>Staff report increased engagement and confidence of all pupils in receipt of close the gap interventions</li> </ul>

Provision	Cost	Rationale	Planned Outcomes & Agreed Monitoring & Evaluation Processes	Actual Outcomes June 2013
<p>Provision of a daily Breakfast Club run by school Teaching Assistants to aid transition and support readiness for learning, including social skills, shared play and learning activities (8am – 8.50am). Attendance at the breakfast club is free for pupils who qualify for free school meals and is significantly subsidised for pupils from other families, including pupils from Service Families</p>	<p>£2,200</p>	<p>Historically, pupils from vulnerable groups have accounted for 88% of 'late' marks in class registers. Many pupils from all socio-economic backgrounds have a rushed start to the day, with the Balding Health-Related Survey indicating that many pupils do not have time for breakfast. As both lateness and lack of breakfast can significantly impact on pupils' readiness for learning, the school has identified the need for a Breakfast Club and this is subsidised by the school's PP and SP funding.</p>	<p>Pastoral Outcomes:</p> <ul style="list-style-type: none"> <li>Improved attendance &amp; punctuality: fewer 'late' marks for pupils PP / SP pupils attending the club</li> <li>Results of Balding Health-Related Survey indicate that fewer pupils are saying they did not have time to eat breakfast on the morning of the survey</li> </ul> <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Teaching staff report that pupils attending Breakfast Club are ready for early morning intervention work, such as additional phonics</li> </ul>	<p>Pastoral Outcomes:</p> <ul style="list-style-type: none"> <li>Achieved</li> <li>Results of Balding Health-Related Survey indicate that fewer pupils are saying they did not have time to eat breakfast on the morning of the survey: In the 2012 survey, 19% of pupils responded that they had eaten nothing for breakfast on the day of the survey; in the 2013 survey this was reduced to 0%.</li> </ul> <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Teaching staff report that the vast majority of pupils attending Breakfast Club are ready for early morning intervention work, such as additional phonics</li> </ul>
<p>Provision of subsidised places at afterschool clubs, including Judo and music lessons and school support for the Airplay Youth Club</p>	<p>£800</p>	<p>The school recognises that the learning pupils undertake outside of the classroom is essential to their development as learners and has a significant impact on their ability to learn inside the classroom. Pupils from some families can find the cost of some learning opportunities prohibitive. The school is working closely with local M.O.D. representatives to establish a free youth club to promote community cohesion within the various pupil groups on the estate.</p>	<p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Teaching staff report that pupils attending such clubs are demonstrating increased engagement in school work and friendship groups</li> </ul>	<p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Teaching staff report positive impact of subsidised places on pupils receiving this support</li> </ul>