



## Wyton Primary School Pupil Premium Statement of Impact 2013-14

**Number on Roll (NOR) September 2013: 172**

**Number of children entitled to Pupil Premium (PP): 42 (24.4%)**

**Number of children entitled to Service Premium (SP): 46 (26.7%)**

**Total Funding for year 2013-14: £53,826**

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 July 2014 <i>NB: Data does not include those pupils who received targeted support but left before July 2014</i>																																																																																										
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 (25 hours per week)	£11,800	<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. This is due to the unique demographic of the school – typically between 40% and 50% Service Premium and between 10% and 25% Pupil Premium each year. Both groups have high levels of mobility.</p> <p>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>The Transition Protocol is applied to all pupils joining the school and to pupils in Year 6 who require pastoral support in preparation for their transition to secondary school.</p>	<p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>All PP &amp; SP pupils who have received targeted support from the Transition Learning Mentor to be working within 1 point of or above levels of their personal attainment expected in the core subjects (based on national age-related expectations and prior personal attainment)</li> </ul> <p><b>Pupil Progress:</b></p> <ul style="list-style-type: none"> <li>Average Point Scores of PP &amp; SP groups to be in line with (within 1 point of) / exceeding those of other groups in the core subjects</li> </ul> <p><b>Observable / Anecdotal Outcomes:</b></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> Assertive Mentoring records and SIMMs data evidences the vast majority of FSM &amp; SP pupils who have received targeted support from the Transition Learning Mentor are working within 1 point or above of their personal attainment expected in the core subjects (based on national age-related expectations and prior personal attainment)as follows:</p> <ul style="list-style-type: none"> <li><b>Reading</b></li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>No. of Pupil pupils receiving targeted support from the Transition Learning Mentor in 2013/14</th> <th>Number of working within 1 point or above personal attainment target</th> <th>Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14</th> <th>Number working within 1 point or above personal attainment target</th> </tr> </thead> <tbody> <tr><td>Y1</td><td>1</td><td>1</td><td>15</td><td>15</td></tr> <tr><td>Y2</td><td>0</td><td>N/A</td><td>6</td><td>6</td></tr> <tr><td>Y3</td><td>1</td><td>1</td><td>3</td><td>3</td></tr> <tr><td>Y4</td><td>1</td><td>1</td><td>8</td><td>8</td></tr> <tr><td>Y5</td><td>0</td><td>N/A</td><td>6</td><td>6</td></tr> <tr><td>Y6</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Writing</b></li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>No. of FSM pupils receiving targeted support from the Transition Learning Mentor in 2013/14</th> <th>Number working within 1 point or above personal attainment target</th> <th>Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14</th> <th>Number working within 1 point or above personal attainment target</th> </tr> </thead> <tbody> <tr><td>Y1</td><td>1</td><td>1</td><td>15</td><td>15</td></tr> <tr><td>Y2</td><td>0</td><td>N/A</td><td>6</td><td>6</td></tr> <tr><td>Y3</td><td>1</td><td>1</td><td>3</td><td>2</td></tr> <tr><td>Y4</td><td>1</td><td>1</td><td>8</td><td>8</td></tr> <tr><td>Y5</td><td>0</td><td>N/A</td><td>6</td><td>6</td></tr> <tr><td>Y6</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Maths</b></li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>No. of FSM pupils receiving targeted support from the Transition Learning Mentor in 2013/14</th> <th>Number working within 1 point or above personal attainment target</th> <th>Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14</th> <th>Number working within 1 point or above personal attainment target</th> </tr> </thead> <tbody> <tr><td>Y1</td><td>1</td><td>1</td><td>15</td><td>15</td></tr> <tr><td>Y2</td><td>0</td><td>N/A</td><td>6</td><td>6</td></tr> <tr><td>Y3</td><td>1</td><td>1</td><td>3</td><td>3</td></tr> </tbody> </table>	Year	No. of Pupil pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number of working within 1 point or above personal attainment target	Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Y1	1	1	15	15	Y2	0	N/A	6	6	Y3	1	1	3	3	Y4	1	1	8	8	Y5	0	N/A	6	6	Y6	3	3	3	3	Year	No. of FSM pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Y1	1	1	15	15	Y2	0	N/A	6	6	Y3	1	1	3	2	Y4	1	1	8	8	Y5	0	N/A	6	6	Y6	3	3	3	3	Year	No. of FSM pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Y1	1	1	15	15	Y2	0	N/A	6	6	Y3	1	1	3	3
Year	No. of Pupil pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number of working within 1 point or above personal attainment target	Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target																																																																																										
Y1	1	1	15	15																																																																																										
Y2	0	N/A	6	6																																																																																										
Y3	1	1	3	3																																																																																										
Y4	1	1	8	8																																																																																										
Y5	0	N/A	6	6																																																																																										
Y6	3	3	3	3																																																																																										
Year	No. of FSM pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target																																																																																										
Y1	1	1	15	15																																																																																										
Y2	0	N/A	6	6																																																																																										
Y3	1	1	3	2																																																																																										
Y4	1	1	8	8																																																																																										
Y5	0	N/A	6	6																																																																																										
Y6	3	3	3	3																																																																																										
Year	No. of FSM pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target																																																																																										
Y1	1	1	15	15																																																																																										
Y2	0	N/A	6	6																																																																																										
Y3	1	1	3	3																																																																																										

Y4	1	1	8	8
Y5	0	N/A	6	6
Y6	4	4	3	3

• Science

Year	No. of FSM pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target	Number of SP pupils receiving targeted support from the Transition Learning Mentor in 2013/14	Number working within 1 point or above personal attainment target
Y1	1	1	15	15
Y2	0	N/A	6	6
Y3	1	1	3	3
Y4	1	1	8	7
Y5	0	N/A	6	6
Y6	3	3	3	3

Evidence base: All data taken from SIMMs July 22<sup>nd</sup> 2014, using Tops Twice Termly Assessment Mark sheets with FSM & User Defined Service Pupils filters in conjunction with the school's provision maps for 2013/14.

Narrowing the Gap (Pupil Progress):  
Assertive Mentoring records and SIMMs data evidences that in the majority of cases, the Average Point Scores of PP & SP groups are in line with (within 1 point of) / exceeding those of other groups in the core subjects as follows:

• Reading

Year	No. of FSM pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	Number of SP pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	APP of Cohort
Y1	3 (1)	6.0	15 (15)	8.65	9.28
Y2	1 (0)	6.0	8 (6)	5.25	4.86
Y3	2 (1)	3.0	5 (3)	4.67	4.92
Y4	3 (1)	4.0	13 (8)	3.92	3.22
Y5	4 (0)	5.5	9 (6)	4.33	4.57
Y6	3 (3)	7.34	6 (3)	5.00	5.51

• Writing					
Year	No. of FSM pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	Number of SP pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	APP of Cohort
Y1	3 (1)	4.66	15 (15)	9.05	8.52
Y2	1 (0)	2.0	8 (6)	4.75	3.99
Y3	2 (1)	3.0	5 (3)	3.33	3.36
Y4	3 (1)	2.66	13 (8)	0.82	1.26
Y5	4 (0)	4.50	9 (6)	0.33	1.83
Y6	3 (3)	4	6 (3)	6.55	4.22
• Maths					
Year	No. of FSM pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	Number of SP pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	APP of Cohort
Y1	3 (1)	8.66	15 (15)	9.49	9.29
Y2	1 (0)	4.0	8 (6)	4.50	4.42
Y3	2 (1)	3.00	5 (3)	2.87	3.72
Y4	3 (1)	3.34	13 (8)	3.62	3.52
Y5	4 (0)	7.5	9 (6)	7.5	7.00
Y6	3 (3)	4.5	6 (3)	4.0	3.53
• Science					
Year	No. of FSM pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	Number of SP pupils (No. receiving targeted support from the Transition Learning Mentor in 2013/14)	Average Points Progress (APP)	APP of Cohort
1	3 (1)	10.33	15 (15)	11.93	9.29
2	1 (0)	4.0	8 (6)	4.25	4.07
3	2 (1)	4.0	5 (3)	1.33	2.31
4	3 (1)	2.67	13 (8)	3.48	4.20
5	4 (0)	4.5	9 (6)	3.83	3.73
6	3 (3)	6.0	6 (3)	0.66	4.58

				<p><i>Evidence base: All data taken from SIMMs July 22<sup>nd</sup> 2014, using Tops Twice Termly Assessment Mark sheets with 'Summary' function, applying FSM &amp; User Defined Service Pupils filters in conjunction with the school's provision maps for 2013/14.</i></p> <p>Observable / Anecdotal Outcomes</p> <ul style="list-style-type: none"> <li>Results of the school's Big Conversation with pupils in October indicate that new pupils settled in quickly and that existing pupils found them to be a welcome addition to the school. Whilst 'people leaving our school' and 'moving house' were mentioned as two of the changes the children had not liked so much in the past year, the fact that 'new people have come to our school' was mentioned as one of the best. The Transition Learning Mentor was mentioned in several groups as being one of the positive factors to have helped in getting used to the many changes over the year. (See the Big Conversation PowerPoint for December 2013 – school website, Self-evaluation, Pupil Voice page)</li> <li>The work of the Transition Learning Mentor in partnership with the School Secretary has been mentioned positively by several families in transition and as a result of work undertaken by the Transition Learning Mentor, the school now has an active Parents' Forum, with a specific focus on transition. (See the school website, Parents Forum page)</li> </ul>																																				
Provision of high quality 1:1 or 1:2 close the gap tutoring for pupils identified as being at risk of under-achieving in both KS1 & KS2 (60 hours per week)	£27,000	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. We have noticed that vulnerable pupils in our school particularly experience a 'dip' in achievement in Year 3 and have therefore this year introduced a new role, that of Close the Gap Learning Mentor for Year 3	<p>Attainment:</p> <ul style="list-style-type: none"> <li>Identified Y2, Y3 &amp; Y6 PP &amp; SP pupils to be working within 1 point of or above levels of their personal attainment expected in the core subjects (based on national age-related expectations and prior personal 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 (within 1 point of) / 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>Attainment &amp; Progress</p> <p>NB Data included here does not include data involving pupils in receipt of Transition intervention / support. Data involving pupils in receipt of pastoral support has not been included unless they also received</p> <p>NB PP Pupils in Year 2 and 6 also benefitted from the provision of group support and withdrawal groups with an experienced teacher for English and Maths to reduce underachievement for pupils in vulnerable groups in Years 2 and 6 (12 weeks, 1 afternoon a week)</p> <p>Assertive Mentoring records and SIMMs data evidences that (with the exception of the Year 4 group), the majority of FSM &amp; SP pupils who have received targeted support from the Close the Gap Learning Mentors are working within 1 point or above of their personal attainment expected in the core subjects (based on national age-related expectations and prior personal attainment)as follows:</p> <p>• <b>Reading</b></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>No. of pupils identified as (PP) Pupil Premium (including FSM, Ever6 and Service Pupils)</th> <th>No. of PP pupils in receipt of 1:1 / 1:2 close the gap intervention work in core subjects</th> <th>Number of pupils in receipt of 1:1 / 1:2 working within 1 point or above personal attainment target</th> <th>Average Point Score of Pupil Premium group (in-year Pupil Progress)</th> <th>Average Points Progress of Class (in-year Progress)</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>17</td> <td>11</td> <td>8</td> <td>11.00</td> <td>9.28</td> </tr> <tr> <td>Y2</td> <td>9</td> <td>2</td> <td>1</td> <td>5.64</td> <td>4.86</td> </tr> <tr> <td>Y3</td> <td>9</td> <td>4</td> <td>4</td> <td>5.15</td> <td>4.92</td> </tr> <tr> <td>Y4</td> <td>15</td> <td>6</td> <td>4</td> <td>0.89</td> <td>3.22</td> </tr> <tr> <td>Y5</td> <td>15</td> <td>6</td> <td>6</td> <td>5.40</td> <td>4.57</td> </tr> </tbody> </table>	Year Group	No. of pupils identified as (PP) Pupil Premium (including FSM, Ever6 and Service Pupils)	No. of PP pupils in receipt of 1:1 / 1:2 close the gap intervention work in core subjects	Number of pupils in receipt of 1:1 / 1:2 working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Pupil Progress)	Average Points Progress of Class (in-year Progress)	Y1	17	11	8	11.00	9.28	Y2	9	2	1	5.64	4.86	Y3	9	4	4	5.15	4.92	Y4	15	6	4	0.89	3.22	Y5	15	6	6	5.40	4.57
Year Group	No. of pupils identified as (PP) Pupil Premium (including FSM, Ever6 and Service Pupils)	No. of PP pupils in receipt of 1:1 / 1:2 close the gap intervention work in core subjects	Number of pupils in receipt of 1:1 / 1:2 working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Pupil Progress)	Average Points Progress of Class (in-year Progress)																																			
Y1	17	11	8	11.00	9.28																																			
Y2	9	2	1	5.64	4.86																																			
Y3	9	4	4	5.15	4.92																																			
Y4	15	6	4	0.89	3.22																																			
Y5	15	6	6	5.40	4.57																																			

				Y6	15	7	6	5.70	5.51
<ul style="list-style-type: none"> <li><b>Writing</b></li> </ul>									
				<b>Year Group</b>	No. of pupils identified as (PP) Pupil Premium (including FSM, Ever6 and Service Pupils)	No. of PP pupils in receipt of 1:1 / 1:2 close the gap intervention work in core subjects	Number of pupils in receipt of 1:1 / 1:2 working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)
				Y1	17	11	8	8.69	8.52
				Y2	9	2	1	4.71	3.99
				Y3	9	4	3	3.90	3.36
				Y4	15	6	3	1.77	1.26
				Y5	15	6	5	2.53	1.83
				Y6	15	7	7	4.04	4.22
<ul style="list-style-type: none"> <li><b>Maths</b></li> </ul>									
				<b>Year Group</b>	No. of pupils identified as (PP) Pupil Premium (including FSM, Ever6 and Service Pupils)	No. of PP pupils in receipt of 1:1 / 1:2 close the gap intervention work in core subjects	Number of pupils in receipt of 1:1 / 1:2 working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)
				Y1	17	11	11	8.71	9.29
				Y2	9	2	2	4.58	4.42
				Y3	9	4	4	7.04	3.72
				Y4	15	6	4	3.73	3.52
				Y5	15	6	6	7.13	7.00
				Y6	15	7	6	3.60	3.53
<ul style="list-style-type: none"> <li><b>Science</b></li> </ul>									
				<b>Year Group</b>	No. of pupils identified as (PP) Pupil Premium (including FSM, Ever6 and Service Pupils)	No. of PP pupils in receipt of 1:1 / 1:2 close the gap intervention work in core subjects	Number of pupils in receipt of 1:1 / 1:2 working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)
				Y1	17	11	11	11.82	9.29
				Y2	9	2	2	4.40	4.07
				Y3	9	4	4	4.00	2.31

				Y4	15	6	4	2.89	4.20
				Y5	15	6	6	4.20	3.73
				Y6	15	7	6	5.10	4.58
				<i>Evidence base: All data taken from SIMMs July 22<sup>nd</sup> 2014, using Tops Twice Termly Assessment Mark sheets with 'Summary' function, applying Pupil Premium filter in conjunction with the school's provision maps for 2013/14. Data included here does not include data involving pupils in receipt of Transition intervention / support.</i>					
Provision of Learning Mentor hours to look after the welfare of children from vulnerable groups in need (3-5 hours per week)	£2,200	<p>3-5 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, Expect Respect, as well as personal interventions plans aimed at improving attendance and engagement)</p> <p>The Learning Mentor with Specific Responsibility for Pastoral Interventions will also implement an intervention which enables busy parents to share their children's achievements in school</p>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>Attendance of vulnerable pupils in receipt of pastoral interventions will improve</li> <li>Engagement of busy families at parents' evenings and information events will increase</li> </ul> <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>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>Attendance</p> <ul style="list-style-type: none"> <li>Individual records provide evidence that the attendance of vulnerable pupils in receipt of pastoral interventions has improved (numerical data not included to protect anonymity)</li> <li>Number of busy families attending parents' evenings has increased (numerical data not included to protect anonymity)</li> </ul> <p>Attainment &amp; Progress</p> <p>Assertive Mentoring records &amp; SIMMs data records provide evidence that 8/10 of pupils receiving this pastoral support were working within point of or above levels of personal attainment expected in the core subjects (based on prior records of attainment)</p> <p><i>Evidence base: All data taken from SIMMs July 22<sup>nd</sup> 2014, using Tops Twice Termly Assessment Mark sheets</i></p> <p><i>NB: Data does not include those pupils who received targeted support but left before July nor pupils in receipt of professional counselling (see below)</i></p> <p>Observable / Anecdotal Outcomes Achieved</p>					
Provision of professional counselling for up to 5 pupils in KS2	£5,500	A significant number of our PP/ SP pupils are dealing with social / emotional issues which are causing or have the potential to cause significant barriers to their learning. Professional counselling will enable these pupils to manage these issues more confidently and efficiently,	<ul style="list-style-type: none"> <li>All PP &amp; SP pupils receiving counselling 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>Pupil Progress:</p> <ul style="list-style-type: none"> <li>Average Point Scores of PP &amp; SP</li> </ul>	<p>Attainment &amp; Progress</p> <p>Assertive Mentoring records &amp; SIMMs data records provide evidence that 5/7 of pupils receiving 1:1 counselling were working within point of or above levels of personal attainment expected in the core subjects (based on prior records of attainment)</p> <p><i>Evidence base: All data taken from SIMMs July 22<sup>nd</sup> 2014</i></p>					

		thereby reducing the barriers to their learning.	<p>pupils receiving counselling to be working within 1 point of or above those of other groups in the core subjects</p> <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>																															
Participation in national research study in partnership with Edgehill University on the impact of a targeted approach to Lesson Study as a means of improving outcomes for vulnerable groups, particularly PP	£5,500	This cost is fund-matched by Edgehill University and also by the school's training budget. Funds are used to release teachers from their own classes so that they can engage in Case Study work, with a view to developing effective strategies for improving outcomes for vulnerable learners in their own Quality First Teaching.	<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>Pupil Progress:</p> <ul style="list-style-type: none"> <li>Average Point Scores of PP &amp; SP groups to be to be working within 1 point of or above those of other groups in the core subjects</li> </ul>	<p>6 Pupil Premium pupils were 'case study' students in the KS2 Edgehill Research Project and 2 Pupil Premium Pupils in KS1. Through this research project, pupils were given direct support through Quality First Teaching to develop strategies for improving the quality of their learning experiences in Literacy and Numeracy. One pupil left in the Spring Term and whilst the impact cannot be measured in data terms, class teachers and TAs noticed an increase in this child's participation and engagement.</p> <p><i>Attainment &amp; Progress</i> Assertive Mentoring records &amp; SIMMs data records provide evidence that 7 / 7 pupil premium children involved as case study pupils were working within point of or above levels of personal attainment expected in the core subjects (based on prior records of attainment) <i>Evidence base: All data taken from SIMMs July 22<sup>nd</sup> 2014</i></p>																														
Provision of group support and withdrawal groups with an experienced teacher for English and Maths to reduce underachievement for pupils in vulnerable groups in Years 2 and 6 (12 weeks, 1 afternoon a week)	£3,500	School data for Y6 provides evidence that 'booster groups' can be an effective means of narrowing gaps, particularly at key transition points, such as Y2 and Y6. PP / SP pupils in Y2 and Y6 will be a priority , though (as with all interventions outlined in this plan) the school reserves the right to allocate places to non-PP pupils as well.	<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; Progress</i> Data indicates that in the large majority of cases, this intervention was successful in terms of raising achievement, with the PP group in-year average points score being above the level of the class in most cases.</p> <ul style="list-style-type: none"> <li><b>Reading</b></li> </ul> <table border="1"> <thead> <tr> <th>Year Group</th> <th>No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)</th> <th>Number working within 1 point or above personal attainment target</th> <th>Average Point Score of Pupil Premium group (in-year Progress)</th> <th>Average Points Progress of Class (in-year Progress)</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>9</td> <td>9</td> <td>5.64</td> <td>4.86</td> </tr> <tr> <td>Y6</td> <td>15</td> <td>14</td> <td>5.70</td> <td>5.51</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Writing</b></li> </ul> <table border="1"> <thead> <tr> <th>Year Group</th> <th>No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)</th> <th>Number working within 1 point or above personal attainment target</th> <th>Average Point Score of Pupil Premium group (in-year Progress)</th> <th>Average Points Progress of Class (in-year Progress)</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>9</td> <td>9</td> <td>4.71</td> <td>3.99</td> </tr> <tr> <td>Y6</td> <td>15</td> <td>11</td> <td>4.04</td> <td>4.22</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Maths</b></li> </ul>	Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)	Y2	9	9	5.64	4.86	Y6	15	14	5.70	5.51	Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)	Y2	9	9	4.71	3.99	Y6	15	11	4.04	4.22
Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)																														
Y2	9	9	5.64	4.86																														
Y6	15	14	5.70	5.51																														
Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)																														
Y2	9	9	4.71	3.99																														
Y6	15	11	4.04	4.22																														



				<table border="1"> <thead> <tr> <th>Year Group</th> <th>No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)</th> <th>Number working within 1 point or above personal attainment target</th> <th>Average Point Score of Pupil Premium group (in-year Progress)</th> <th>Average Points Progress of Class (in-year Progress)</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>9</td> <td>9</td> <td>4.58</td> <td>4.42</td> </tr> <tr> <td>Y6</td> <td>15</td> <td>13</td> <td>7.43</td> <td>3.53</td> </tr> </tbody> </table>	Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)	Y2	9	9	4.58	4.42	Y6	15	13	7.43	3.53
Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil Premium group (in-year Progress)	Average Points Progress of Class (in-year Progress)															
Y2	9	9	4.58	4.42															
Y6	15	13	7.43	3.53															
				<p>• Science</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)</th> <th>Number working within 1 point or above personal attainment target</th> <th>Average Point Score of Pupil (in-year Progress)</th> <th>Average Points Progress of Class (in-year Progress)</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>9</td> <td>9</td> <td>4.40</td> <td>4.07</td> </tr> <tr> <td>Y6</td> <td>15</td> <td>14</td> <td>5.10</td> <td>4.58</td> </tr> </tbody> </table>	Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil (in-year Progress)	Average Points Progress of Class (in-year Progress)	Y2	9	9	4.40	4.07	Y6	15	14	5.10	4.58
Year Group	No. of pupils identified as Pupil Premium (including FSM, Ever6 and Service Pupils)	Number working within 1 point or above personal attainment target	Average Point Score of Pupil (in-year Progress)	Average Points Progress of Class (in-year Progress)															
Y2	9	9	4.40	4.07															
Y6	15	14	5.10	4.58															
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	£2,200	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>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>In the 2012 Health-Related 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%. Class register indicate that PP and SP attendees at register club are on time and ready to learn.</p>															
Provision of subsidised places at afterschool clubs, including for example, gardening, craft and computer clubs and music lessons	£800	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	<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 Achieved</p>															

		<p>of some learning opportunities prohibitive.</p> <p>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>Provision of educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g. school trips and visits from professional and groups), particularly for pupils from vulnerable groups</p>	£1,000	<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.</p>	<p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> <li>Teaching staff report that pupils demonstrate enjoyment and engagement in inclusive educational opportunities and life experiences which enhances their perception of themselves both as learners and active citizens</li> </ul>	<p><i>Observable / Anecdotal Outcomes Achieved</i></p>