



## Wyton Primary School Pupil Premium Statement 2014-15

Number on Roll (NOR) September 2014: 164

Number of children entitled to Pupil Premium (PP) on roll: **September 2014 – March 2015 = 37; April – August 2015 = 27**

Total Pupil Premium Funding for September 2014 – July 2015: **£42,908**

(September 2014 – March 2015 = £28,058; April – August 2015 = £14,850)

*Please note that:*

- *If a pupil joins the school roll between census days, the school will not receive Premium funding until the following year's census. However, the school will still make provision for them.*
- *Expenditure on Pupil Premium for 2014-15 is greater than the grant received. This is because the school was funded for fewer pupils than projected, but work planned for pupils in receipt of Pupil Premium grant monies was still honoured.*

The Pupil Premium is a grant aimed at raising the attainment of pupils who experience potential barriers to learning because of their social or academic background. Pupils identified by the government as qualifying for the Pupil Premium grant are children who are in receipt of free school meals, or those have received free school meals at any point during the last 6 years. The school receives £1,300 in additional funding to support the needs of each eligible child.

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 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.

Pupil Premium funded provision is allocated on a half termly basis, following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time. Expenditure for each child is recorded in their Pupil Premium passport, which is made available to parents at their request. Impact is monitored and reported to governors termly through the Performance and Standards Committee.

Our school population is highly unstable because both our Pupil Premium and Service Premium groups are highly mobile. Between September 3rd 2014 and July 22<sup>nd</sup> 2015, 66 pupils moved in or out of the school (not including the Y6 Leavers in July or the Reception Class intake in September). This movement of pupils did not happen all at once, nor in one single year group, but affected the whole school continuously throughout the year, as follows:

Year Group	Number on roll September 3rd 2014	In-year Admissions Sept 14 – July 22 <sup>nd</sup> 2015	In-year Leavers Sept 14 – July 22 <sup>nd</sup> 2015	Number on roll (July 22 <sup>nd</sup> 2015)	Total Moves in + out
EYFS	23	6	5	24	11
Y1	29	7	7	29	14
Y2	29	5	8	26	13
Y3	21	4	2	23	6
Y4	21	4	5	20	9
Y5	24	2	7	19	9
Y6	17	2	2	17	4
Whole School	<b>164</b>	<b>30</b>	<b>36</b>	<b>158</b>	<b>66</b>

Over the last two years, the school has experienced a significantly high turnover of pupils throughout the year, with 151 moves in and out. At the end of July 2015, only 58 pupils in Years 1-6 had attended the school since their Reception year. Interventions and systems designed to provide additional 'narrow the gap' and 'transition' support for new pupils identified as most in need remain a high priority, both in school improvement and financial planning.

**Note: At Wyton on the Hill Primary School, another grant, known as the Service Premium (£300 per service pupil) is also allocated to the school to support children from service families. This funding stream is reported on separately and a statement accounting for the Service Premium is available via the Service Families Information area of the school website.**

Provision	Cost	Rationale	Planned Outcomes & Agreed Monitoring & Evaluation Processes	Actual Outcomes July 2015																														
<p>Provision of high quality 1:1 or 1:2 narrow the gap tutoring for pupils identified as being at risk of under-achieving in both KS1 &amp; KS2 (90 hours per week)</p>	<p>£27,000</p>	<p>PP pupils across the school have a range of ability. Needs of all pupils are identified through the analysis of half termly assessments and daily class work. This provision will enable targeted support and intervention in core areas according to need.</p> <p>A significant number of pupils at the school have a particular need for support to overcome speech and language difficulties as well as gaps in phonics and reading and the school has trained two Level 3 TAs to specialise in providing intervention work in this area as well as individual / small group phonics and reading catch-up programmes.</p>	<p>Attainment:</p> <ul style="list-style-type: none"> <li>All PP pupils who have received targeted support from the Narrow the Gap Learning Mentor team to be working within or towards age-related expectations in the core subjects (based on national age-related expectations and prior personal attainment)</li> <li>Pupil Progress: Personal progress of PP pupils to be in line with or 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>In July 2015, a significant proportion of Pupil Premium (Ever6) Pupils (without Special Educational Needs) achieved as well as their non-Pupil Premium peers in the majority of year groups and subjects.</i></p> <p><i>Pupils' assessment folders, the school data system (SIMMS) and external data reports (including RaiseOnline and the Local Authority's KIT report) for core subjects provide evidence of this. Specific data to support this statement is available on request, but has not been published online, in order to preserve the anonymity of individuals who may be identifiable from data summaries.</i></p> <p><i>The data shows that where children have attended Wyton on the Hill for long enough for the school to have made a significant impact on their learning (ie two years or longer), attainment and personal progress are either in-line with or better than their non-Pupil Premium peers. This is particularly true in Reading and Maths in Year 6, where the achievement of Ever6 Pupils attending the school for the majority of their primary education is in line with their non-Ever6 peers (including those with SEN). Narrowing the gap in writing remains a school issue to be addressed for Ever6 pupils.</i></p> <table border="1" data-bbox="1503 855 2132 1369"> <thead> <tr> <th data-bbox="1503 855 1666 1015">Level 4+ in Year 6 (End of Key Stage 2 SATs)</th> <th data-bbox="1671 855 1809 1015">FSM -6 Ever% (including SEN) Achieving Standard</th> <th data-bbox="1814 855 1951 1015">Non-FSM – 6 Ever% Achieving Standard</th> <th data-bbox="1955 855 2036 1015">Gap (ppt) 2015</th> <th data-bbox="2040 855 2132 1015">Gap (ppt) 2014</th> </tr> </thead> <tbody> <tr> <td data-bbox="1503 1018 1666 1066">Reading</td> <td data-bbox="1671 1018 1809 1066">100.0</td> <td data-bbox="1814 1018 1951 1066">100.0</td> <td data-bbox="1955 1018 2036 1066">0</td> <td data-bbox="2040 1018 2132 1066">-0.9</td> </tr> <tr> <td data-bbox="1503 1069 1666 1117">Writing</td> <td data-bbox="1671 1069 1809 1117">60.0</td> <td data-bbox="1814 1069 1951 1117">100.0</td> <td data-bbox="1955 1069 2036 1117">40.0</td> <td data-bbox="2040 1069 2132 1117">8.2</td> </tr> <tr> <td data-bbox="1503 1120 1666 1168">Mathematics</td> <td data-bbox="1671 1120 1809 1168">100.0</td> <td data-bbox="1814 1120 1951 1168">100.0</td> <td data-bbox="1955 1120 2036 1168">0</td> <td data-bbox="2040 1120 2132 1168">-10.9</td> </tr> <tr> <td data-bbox="1503 1171 1666 1219">In all three (R,W &amp; M)</td> <td data-bbox="1671 1171 1809 1219">60.0</td> <td data-bbox="1814 1171 1951 1219">100.0</td> <td data-bbox="1955 1171 2036 1219">40.0</td> <td data-bbox="2040 1171 2132 1219">-11.8</td> </tr> <tr> <td data-bbox="1503 1222 1666 1270">Grammar P&amp;S</td> <td data-bbox="1671 1222 1809 1270">20.0</td> <td data-bbox="1814 1222 1951 1270">100.0</td> <td data-bbox="1955 1222 2036 1270">80.0</td> <td data-bbox="2040 1222 2132 1270">-21.8</td> </tr> </tbody> </table>	Level 4+ in Year 6 (End of Key Stage 2 SATs)	FSM -6 Ever% (including SEN) Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014	Reading	100.0	100.0	0	-0.9	Writing	60.0	100.0	40.0	8.2	Mathematics	100.0	100.0	0	-10.9	In all three (R,W & M)	60.0	100.0	40.0	-11.8	Grammar P&S	20.0	100.0	80.0	-21.8
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				<p><i>In Year 2, high mobility (length of time spent at this school) and SEN are the factors affecting attainment rather than the Ever6 status.</i></p> <table border="1"> <thead> <tr> <th>Level 2+ in Year 2 (End of Key Stage 1 SATs)</th> <th>FSM -6 Ever% (including SEN) Achieving Standard</th> <th>Non-FSM – 6 Ever% Achieving Standard</th> <th>Gap (ppt) 2015</th> <th>Gap (ppt) 2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88.9</td> <td>100</td> <td>-11.1</td> <td>6.3</td> </tr> <tr> <td>Writing</td> <td>88.9</td> <td>100</td> <td>-11.1</td> <td>-43.8</td> </tr> <tr> <td>Mathematics</td> <td>88.9</td> <td>100</td> <td>-11.1</td> <td>6.3</td> </tr> </tbody> </table> <p><i>The same is true in the Reception Year:</i></p> <table border="1"> <thead> <tr> <th>Achieving the GLD (Good Level of Development) measure at the End of the Early Years Foundation Stage</th> <th>FSM -6 Ever% (including SEN) Achieving Standard</th> <th>Non-FSM – 6 Ever% Achieving Standard</th> <th>Gap (ppt) 2015</th> <th>Gap (ppt) 2014</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>73.3</td> <td>-23.3</td> <td>42.3%</td> </tr> </tbody> </table> <p><i>Members of staff report that as well as impacting positively on their academic progress, support from the narrow the gap Learning Mentor Team is supporting pupils to engage well with school life and learning generally.</i></p>	Level 2+ in Year 2 (End of Key Stage 1 SATs)	FSM -6 Ever% (including SEN) Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014	Reading	88.9	100	-11.1	6.3	Writing	88.9	100	-11.1	-43.8	Mathematics	88.9	100	-11.1	6.3	Achieving the GLD (Good Level of Development) measure at the End of the Early Years Foundation Stage	FSM -6 Ever% (including SEN) Achieving Standard	Non-FSM – 6 Ever% Achieving Standard	Gap (ppt) 2015	Gap (ppt) 2014		50	73.3	-23.3	42.3%
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Provision of Learning Mentor hours to look after the welfare of children from vulnerable groups in need (3 hours per week)	£2,200	3 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) The Learning Mentor with Specific Responsibility for Pastoral Interventions will also implement an intervention which enables busy	<p>Engagement:</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 pupils who have received targeted support from the Pastoral Learning Mentor team to be working within or towards age-related expectations in the core subjects (based on national age-related</li> </ul>	<p><i>Attendance overall has improved this year, from 96.2% to 96.8%</i> <i>Target pupils' attendance and punctuality has increased to be in line with non-PP pupils</i></p> <p><i>Target pupils' family engagement with school has increased.</i></p>																														

		parents to share their children's achievements in school	<p>expectations and prior personal attainment)</p> <ul style="list-style-type: none"> <li>Pupil Progress: Personal progress of PP pupils to be in line with or 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>	
Provision of professional counselling for up to 5 pupils in KS2	£3,000	A significant number of our PP 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, thereby reducing the barriers to their learning.	<p>Attainment:</p> <ul style="list-style-type: none"> <li>All PP pupils who have received counselling to be working within or towards age-related expectations in the core subjects (based on national age-related expectations and prior personal attainment)</li> <li>Pupil Progress: Personal progress of PP pupils to be in line with or 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 professional counselling support are engaging well with school life and learning</li> </ul>	<i>Members of staff report that target pupils in receipt of professional counselling are engaging well with school life and learning. Data provides evidence that these pupils made good personal progress this year.</i>
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.	<p>Attainment:</p> <ul style="list-style-type: none"> <li>All PP pupils involved in Lesson Study Case Pupil Project to be working within or towards age-related expectations in the core subjects (based on national age-related expectations and prior personal attainment)</li> <li>Pupil Progress: Personal progress of PP pupils to be in line with or exceeding those of other groups in the core subjects</li> </ul>	<i>Case studies show that pupils involved in this action research project made good personal progress this year. Some in Upper Key Stage 2 made exceptional progress.</i>
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	£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	<p>Attainment:</p> <ul style="list-style-type: none"> <li>Identified Y2 &amp; Y6 PP pupils to be working within or towards age-related expectations 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>Personal progress of PP pupils to be in line with or exceeding those of other</li> </ul>	<i>Case studies show that pupils involved in this type of intervention made good personal progress this year.</i>

week)		to non-PP pupils as well.	groups in the core subjects Observable / Anecdotal Outcomes: <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>	
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.	£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.	Pastoral Outcomes: <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> Observable / Anecdotal Outcomes: <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>	<i>Members of staff report that target pupils attending Breakfast Club are engaging well with school life and learning.</i>  <i>Pupils say they enjoy Breakfast Club and that it is a good way to start the day. Many pupils attending Breakfast Club also ask to join the school's after school clubs as well.</i>
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 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.	Observable / Anecdotal Outcomes: <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>	<i>Members of staff report that target pupils attending After School clubs are engaging well with school life and learning.</i>  <i>Pupils say they enjoy the clubs and this is reflected in the number of pupils regularly attending them.</i>
<b>Total Expenditure: £44,200</b> <i>This is higher than the amount received in Pupil Premium funding because the school had anticipated a higher amount of funding in the 2014-15 budget</i>				

