

Worsbrough Bank End Primary School



Pupil Premium 2014-2015

Number of Pupils and Total Amount -2014-2015	
Total Number of Pupils on Roll	210
Total Number of Pupils Eligible for Pupil Premium	130
% of Pupils Eligible for Deprivation Pupil Premium	61.6%
Amount of Pupil Premium Received per Pupil	£1,300
Total Amount of Pupil Premium Funding Received	£169,000

2014-2015		
Priority from the School Improvement Plan:		
Project/Objective	Outcome/Impact	Cost
Attainment in maths	1. to improve the outcomes for all pupils in mathematics	£5000
Increase attendance and engagement with hard to reach families	2. to improve the support for families to impact on the learning of vulnerable children	£15,400
Deliver a nurture provision to children with significant emotional issues	3. to further develop nurture to meet the needs of the most vulnerable children	£31,000
Deliver 1:1 tuition to children in the achievement gap in Y5/6	4. to support children with accelerating learning to close the gap between school and national attainment levels	£46,000
Planned new spending		£97,400
Ongoing	5. to continue to support long term commitments notes attached	£94,139
Total		£191,539

Ongoing All items listed are costs at 61% of the total	to continue to support long term commitments notes attached	£94,139
<ul style="list-style-type: none"> • additional adult for each class across the key phases • visits, visitors, residential breaks and experiences • additional support for early language development • play therapy • family reading resources and events • additional support for leading on reading interventions • music • training for nurture • fruit • junior librarian • breakfast • rapid reading and phonics resources 		£34,416 £12,000 £9,673 £9,000 £8,500 £8,060 £4,000 £3,300 £3,000 £2,490 £1,500 £1,200

Narrowing the Gap between Free School Meals & Other Children						
	Reading Gap		Writing Gap		Maths Gap	
	Within school	Compared to national Non FSM	Within school	Compared to national Non FSM	Within school	Compared to national Non FSM
2011-2012	-2.2	-4.6	-4.5	-2.5	-3.7	-2.8
2012-2013	-0.1	-4.1	-0.9	-2.2	-0.1	-3.8
2013-2014	-1.5	-3.0	-0.5	-1.6	-3.6	-2.8



Narrowing the Gaps 2013-14 Reading						
Year Group	APS 2013 Disadvantaged	APS 2013 Others	Difference	APS 2014 Disadvantaged	APS 2014 Others	Difference
2013	23.2	24.7	-1.5	24.4	25.7	-1.3
2014	23.4	24.3	-0.9	27.2	27.4	-0.2
2015	21.3	19.8*	2.3	24.3	22	2.3
2016	19.2	21.1	-1.9	22.7	24.1	-1.4
2017	15.3	18.2	-2.9	20.4	22.8	-2.4

Narrowing the Gaps 2013-14 Writing						
Year Group	APS 2013 Disadvantaged	APS 2013 Others	Difference	APS 2014 Disadvantaged	APS 2014 Others	Difference
2013	23	22.7	-0.3	26.3	26.5	-0.2
2014	22.9	24.2	-1.3	26.2	26.9	-0.7
2015	20.7	19.8*	0.9	23	22	1
2016	17.4	19.4	-2	19.9	21.4	-1.5
2017	14.9	19	-4.1	18.4	22.2	-3.8

Narrowing the Gaps 2013-14 Mathematics						
Year Group	APS 2013 Disadvantaged	APS 2013 Others	Difference	APS 2014 Disadvantaged	APS 2014 Others	Difference
2013	21.6	21.7	-0.1	25.8	25.8	0
2014	23	25.1	-2.1	27	28.6	-1.6
2015	20.3	19.8*	0.5	23.6	22.3	1.3
2016	18.8	19.3	-0.5	21.9	22.4	-0.5
2017	15.1	17.7*	-2.6	17.3	21.7	-4.4

Notes

- There is a significant improvement in the attainment of all groups in 2014 compared to 2013
- In most places the gaps are closing
- The younger the children the wider the gap
- The smallest group of non-disadvantaged children are not attaining as well as those in receipt of Pupil Premium 2015-* 4 children

2014-2015	Brief summary	Monitoring	Intended outcomes:
Nurture NEW	A full time provision is being set up from January 2015 to provide a nurture provision timetabled for the most vulnerable pupils in school. Pupils will be timetabled following Boxall Profiling when there are significant and sustained behavioural, social or emotional issues or following a family bereavement. Staff providing the nurture provision will be fully trained and able to set specific learning goals for each child and write clearly defined reports to support teachers in the planning of the provision for learning. There will be a specific focus upon preparing children for the next stage of their schooling to impact upon transition to their next stage including secondary.	Pam Jones Safeguarding Governor half termly meetings with Donna Barker Safeguarding/Inclusion Lead	Focused support for SEBD issues Self-esteem built Independence in transition periods stronger Readiness for secondary improved and stronger information passed onto secondary settings
TACT	Through close profiling of the whole school the SLT has a clear understanding of the barriers to learning and progress, children failing to make progress learning, social relationships or those experiencing bereavement or social care intervention are targeted for weekly or daily therapy	Qualified councillor to weekly manage and monitor the staff when working with working with small groups. Weekly staff supervision for all the team. Therapist and Inclusion Manager report ½ termly on sessions and classroom observations Learning Mentor reports weekly to Inclusion manager regarding individual therapy sessions Assessment coordinator evaluates progress against the cohort ½ termly	All the children in receipt of TACT make progress at the same rate as their peers following a period of intervention Children understand that they can access play therapy when they need to as part of an IEP or Behaviour Plan <i>Parents are supportive with this process and have taken part in filial sessions to support the child in the family setting further</i>
Rapid Reading	Children have been tracked for reading and phonics across whole school. Children the furthest away from Age Related Expectation and end of KS targets are having this as an additional intervention to Quality First Teaching daily.	½ termly individual assessments SPAG coordinator ½ termly book moderation Reading champion to monitor Letters and Sounds assessments ½ termly Running reading records Guided reading records Children reading Inclusion Manager to monitor Comprehension through GR including how TAs question in guided sessions	Improvements in phonic ability Application into reading and writing Greater understanding of written mathematics <i>Highest ever phonic screening results at 85% higher than national</i> <i>¾ SEN children in Y6 2014 scored on a SAT reading paper when this has not happened in previous years</i>
1:1	Children are tracked closely and assessed for 1:1 tuition based on two criteria: 1. Are they making sufficient progress from their starting points? 2. Are they on-track for national expectations 1:1 tuition is given in maths, writing and reading for children failing to meet either of these criteria	Headteacher through Pupil Progress meetings Headteacher and Inclusion Manager through the Appraisal Cycle termly	To improve the amount of pupils achieving a combined score in RWM to a target of 72% this year <i>Of the 100% pupils tutored in 2014 88% made their expected targets with 53% making more than expected progress in one or more of the core subjects.</i>
Extended schools	Every half term children have a trip, visit, visitor or experience to support curriculum learning. Children are given wide reaching experiences so that they can hook into the learning of unfamiliar vocabulary and ideas.	Evolve used to risk assess for trips Headteacher/LA Assistant Headteachers to provide support for the visits and to take part in all residential activities	Children can produce their own ideas for thinking and writing because they have wider experiences to draw upon. They make links and connections with the world as they experience it

			and are able to use these links to support them in finding out about the unknown. Children's aspirations improve because they have experiences outside of their norm
PSA <i>NEW</i>	To further engage families with schooling, learning and home learning a Parent Support Advisor has been appointed for 2014-2015. Her role is to monitor and improve attendance whilst building stronger relationships with hard to reach families. For 2015 she will be leading on Webster Stratton parenting classes.	Weekly staff supervision with Assistant Headteacher/Inclusion Manager Half termly attendance monitoring Head Teacher Performance Management three times annually	Fewer Persistently Absent pupils Greater engagement with learning activities for families Parents working in partnership more closely with the new SEN code of conduct
Breakfast club	Children are invited into to the school building from 7:50 to have breakfast including fruit, fresh juice and a choice of cereals daily. This is encouraged to be a social time. Once they have finished they can choose to do a number of small world activities. From January 2015 there will be a number of sporting activities available from 8:30-9am.	Daily by SLT	Readiness for learning improved Reduction in lateness in school Improved energy on Monday mornings Increase in reading scores at KS2
Fruit	Every child is given a piece of fruit daily		Children have an increasingly good attitude to healthy food Children are learning ready
2simple <i>NEW</i>	2simple is an electronic software device that uses the curriculum outcomes to track children. This is an excellent tool for monitoring gaps in learning and this year is being used specifically to support assessment without levels in KS1/KS2 for maths and guided reading. This software is being used in entirety to track all children in Early Years Foundation Stage	Monthly by coordinators who feedback to teachers to support their planning to gaps. Half termly Pupil Progress Meetings with the Assessment Coordinator Termly monitoring of children with SEND with the Inclusion Manger Fortnightly moderation of EYFS observations across the primary partnership with Hunningley Primary School	Teachers more competent at planning for specific individuals and groups Planning tailored to gaps Non-teaching staff more involved in the daily assessment of children's learning and outcomes, specifically in guided reading EYFS staff all involved in the assessment observations and planning for children's next steps Increased number of children making expected or better progress
Rapid maths <i>NEW</i>	Children have been closely tracked for the progress they are making in maths then grouped for the Rapid assessment so that daily small group gap teaching can take place at a specific level	Maths coordinator and maths governor half termly monitoring of lessons and e-portfolios Termly assessments used to evaluate progress through pupil progress meeting with the Head teacher	To impact upon whole school maths and meet the needs of the children with the new curriculum expectations Planning for gaps is improved and children can apply their mathematical knowledge across the broader curriculum and in test style questions
Music	Y1-Y4 dedicated music lessons as part of wider participation Y5-Y6 individual music lessons as applied for by children up to £1000 Keyboard lessons for children whose families apply for them and sign contract of learning	Family interviews Pupil questionnaire AHT audit of provision	Stickability or persistence to task is improved Children have a broader curriculum and are able to explore the arts further