

Grange Primary Pupil Premium Funding Data for 2013/14

| Number of Pupils and Pupil Premium funding (PPF) Received | |
|--|---------------|
| Total number of pupils on roll | 300 |
| Total number of pupils eligible for PPF | 92 |
| Amount of PPF received per pupil | £953 |
| Total amount of PPF received | £87676 |
| Summary of PPF Spending in Academic Year 2013/14 | |
| Objectives in spending PPF | |
| <p>To provide academic support including interventions, assertive mentoring increase rates of progress for pupil premium children to ultimately ensure that they close the gap on their peers.</p> <p>To provide the pastoral support to ensure that PP pupils are able to access all aspects of school life and develop an enthusiasm for school.</p> | |
| Summary of spending and actions taken | |
| <ul style="list-style-type: none"> • Learning Mentor to support pupils' emotional wellbeing and to work with other agencies to ensure that their social, emotional and welfare needs are met– 3 days per week - £12200 • Additional Learning mentor running programmes such as self-esteem and angermanagement– 3 hours per week - £1500 • Phase 1 TA interventions including additional reading, number recognition, phonics, Listening with Lola etc.- £7500 • Phase 2 TA / class teacher interventions including reading, handwriting, maths skills, mentoring etc.- £12500 • Phase 3 TA / teacher intervention including key workers, phonics, maths, 1-1 reading and spellings etc. £14500 • Phase 4 TA / teacher intervention including reading, maths basic skills, SATs support etc. £13500 • Nurture support – 2 TAs – 10 hours each per week – 1 @ grade 5 - £4130 and 1 @ grade 6 - £4700 • Lunch club provision – 8 hours per week – Grade 5 - £3300 • SENCO – PP support £1750 – approx. 1.5 hours per week • Deputy Head support for PP – approx. 2 hours per week - £2500 • Headteacher support for pupil premium plus monitoring of pupil premium £2000 • Resources including Numicon, Assertive Mentoring Resources etc. Read, Write Inc, Kagan materials- £4000 • Phase 4 reading programme incentives - £150 • Y6 pupil premium sports reporter writing project - £250 • Breakfast club subsidy - £800 • Staff Development and Training – Quality first teaching / curriculum courses - £1000 HT PP conference - £400 | |
| Staff costs | £80080 |
| Other costs | £6600 |

Outcomes

We have a good quality of pastoral support for pupils in school which has meant that the number of fixed term exclusions has reduced over the course of the year. Better systems are now in place to monitor attendance and we have a very proactive Education Welfare Officer who is working closely with our Learning Mentor to target and support families where attendance is an issue. Kirkland Rowell surveys show that both pupils and parents have very positive thoughts about school. If pupils feel safe and happy in school they are more likely to achieve.

Academic achievement and progress -

Year 6 2014 SATs results show a significant narrowing of the gap in terms of attainment all areas compared with results in 2013.

| Percentage gap of pupils achieving L4+ | | | |
|--|-------------------------------------|-------------------------------------|----------------------|
| | Gap between PP and non-PP 2013 SATs | Gap between PP and non-PP 2014 SATs | National gap in 2013 |
| Reading | -42 | -7 | -12 |
| Writing | -56 | -2 | -13 |
| Maths | -69 | -14 | -11 |

| Average Point Scores | | | |
|----------------------|-------------------------------------|--|----------------------|
| | Gap between PP and non-PP 2013 SATs | Predicted gap between PP and non PP 2014 SATs <small>This data should be available October 14</small> | National gap in 2013 |
| Reading | -6 | -2.4 | -2.3 |
| Writing | -5.9 | -2.6 | -2.3 |
| Maths | -8 | -3.3 | -2.5 |

| Percentage gap of pupils making expected progress (2 levels) | | | |
|--|-------------------------------------|-------------------------------------|----------------------|
| | Gap between PP and non-PP 2013 SATs | Gap between PP and non PP 2014 SATs | National gap in 2013 |
| Reading | -26 | -15 | N/A |
| Writing | -15 | 0 | N/A |
| Maths | -68 | -11 | N/A |

This shows that there has been a narrowing of the gap between both the attainment and the progress of pupils who are eligible for Pupil Premium compared to last year. In reading and writing the gap between PP and non PP achieving L4+ is less than the 2013 national gap. Ultimately we are aiming not just to 'narrow' the gap but to 'close' it. High quality interventions have made a big difference this year.

Within the rest of the school APS data on iTrack shows the following progress for 2013-14–

| APS progress in Reading | | | | | | |
|-------------------------|-----|-----|-----|-----|-----|-----|
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| PP eligible | 4.5 | 5.6 | 5.3 | 3.8 | 3.5 | tbc |
| Non PP | 5 | 4.1 | 4.5 | 3.9 | 2.7 | tbc |

Provision (including quality first teaching and interventions) for PP in reading is good as in the large majority of year groups they have made accelerated progress and better progress than non-PP in order to narrow attainment gaps.

| APS progress in Writing | | | | | | |
|-------------------------|-----|-----|-----|-----|-----|-----|
| PP eligible | 3.2 | 3.5 | 3.3 | 3.1 | 3.0 | tbc |
| Non PP | 4.8 | 4.0 | 3.9 | 3.7 | 2.8 | tbc |

Although progress across the school in writing is generally good pupil premium children have made less than typical progress in KS1 and typical progress in KS2. However, many writing interventions have focused specifically on a skill such as handwriting, phonics and spelling and within these interventions pupils have made good progress but this has yet to impact on their overall writing levels. The introduction of 'Big Writing' with a focus on improving vocabulary through talk homework alongside focused grammar teaching in 2014-15 should support PP children to accelerate their progress.

| APS progress in Maths | | | | | | |
|-----------------------|-----|-----|-----|-----|-----|-----|
| PP eligible | 3.3 | 5.0 | 4.1 | 4.0 | 2.7 | tbc |
| Non PP | 5.2 | 4.4 | 4.6 | 3.3 | 3.5 | tbc |

Progress in maths across the school last year was good but for PP pupils in Y1 and Y5 was not good enough and these cohorts will be a focus for additional PP support in 14-15. In the other year groups progress for all pupils was good with PP pupils in Y2 and Y4 making better progress than the non-PP pupils, thus narrowing the attainment gap. This is due to focused intervention groups which addressed objectives identified through regular assessments and additional one-to-one support with basic skills such as learning tables and number facts.