

Grange Primary Pupil Premium Funding Data for 2014/15

Number of Pupils and Pupil Premium funding (PPF) Received	
Total number of pupils on roll	296
Total number of pupils eligible for PPF	89
Amount of PPF received per pupil	£1300
Total amount of PPF received	£115700
Summary of PPF Spending in Academic Year 2014/15	
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 anger management– 3 hours per week - £1500 • Phase 1 TA interventions including additional reading, number recognition, phonics, Listening with Lola etc.- £14500 • Phase 2 TA / class teacher interventions including reading, handwriting, maths skills, mentoring etc.- £19000 • Phase 3 TA / teacher intervention including key workers, phonics, maths, 1-1 reading and spellings etc. £18500 • Phase 4 TA / teacher intervention including reading, maths basic skills, SATs support etc. £18500 • Nurture support – 2 TAs – 10 hours each per week – 1 @ grade 5 - £4180 and 1 @ grade 6 - £4900 • Lunch club provision – 8 hours per week – Grade 5 - £3500 • SENCO – PP support £1750 – approx. 1.5 hours per week • Deputy Head support for PP – approx. 2 hours per week - £2500 • After school homework clubs and interventions – TAs £1700 Teachers - £1500 • Headteacher support for pupil premium plus monitoring of pupil premium £2000 • Resources including Numicon, Assertive Mentoring Resources etc. - £3500 • Breakfast club subsidy - £1200 • Staff Development and Training – Quality first teaching / curriculum courses - £2000 	
Staff costs	£103230
Other costs	£6700

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 2015 SATs results show a significant narrowing of the gap in terms of attainment all areas compared with results in 2014.

Attainment Data

Percentage gap of pupils achieving L4+				
	Gap between PP and non-PP 2013 SATs	Gap between PP and non-PP 2014 SATs	Gap between PP and non-PP 2015 SATs	National gap in 2014
Reading	-42	-7	-7	-10
Writing	-56	-2	-2	-13
Maths	-69	-14	-10	-12

Progress Data

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	Gap between PP and non PP 2015 SATs	National gap in 2014
Reading	-26	-15	+4	N/A
Writing	-15	0	-6	N/A
Maths	-68	-11	+12	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 over the LAST two last years. In all three areas of attainment the gap is narrower than 2014 national data. In progress our reading results show that we have made 30% improvement over two years in terms of narrowing the gap. In writing this is 9% and in maths it is 70%. High quality interventions and classroom support have made a big difference this year.

Within the rest of the school APS data on iTrack shows the following progress for 2014–15
 Figures in brackets show expected progress.

APS PROGRESS IN READING –TOTAL PROGRESS IN KEY STAGE					
	Y1 (5)	Y2 (10)	Y3 (3)	Y4 (6)	Y5 (9)
PP eligible	5	7.7	2.9	7.7	11.7
Non PP	5.9	10.5	3.6	7.5	10.9

- In all years except Y2 both PP and non-PP have made at least expected progress.
- In Years 4 and 5 the PP pupils have made better progress since KS1 than the non-PP children. This will lead to a narrowing of the gap in attainment.
- However, the gap is widening in the other year groups which is a concern.
- Assessment in reading is a feature of the school development plan for 15-16 and Mrs. Mann (deputy head) will be developing a system for encouraging and rewarding home reading which will focus on PP children, whilst including others.
- Year 2 is of particular concern. The majority of PP children in Y2 were also identified as having Special Educational Needs. They will continue to receive interventions but we will also be accessing outside agencies to support many of these pupils.

APS PROGRESS IN WRITING –TOTAL PROGRESS IN KEY STAGE					
	Y1 (5)	Y2 (10)	Y3 (3)	Y4 (6)	Y5 (9)
PP eligible	5.4	8.5	3.1	6.7	10.4
Non PP	6.5	10.6	4.1	7.3	11.4

- In all years except Y2 both PP and non-PP have made at least expected progress.
- Progress in writing has improved this year since the implementation of 'Big Writing'.
- Although progress across the school in writing is generally good pupil premium children have made less progress than non-PP in all year groups. This is largely due to the fact that the non-PP children are now making accelerated progress.
- Spelling and Grammar interventions are planned for the forthcoming year to address this.

APS PROGRESS IN MATHS –TOTAL PROGRESS IN KEY STAGE					
	Y1 (5)	Y2 (10)	Y3 (3)	Y4 (6)	Y5 (9)
PP eligible	4	9.2	3.3	6.8	11
Non PP	4.6	10.7	3.6	7.5	11.7

- Progress in KS2 was good for all groups but was only the Y2 non-PP children met expected progress in KS1.
- Non-PP children made greater progress than PP in all year groups.
- We have now introduced more support for basic skills for PP children in order to try to accelerate their progress.