

Pupil Premium Grant Report 2014-15

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The school has chosen to support qualifying pupils in a number of ways to ensure that academic and pastoral needs are addressed.

It is important to recognise that the school regards all pupils irrespective of backgrounds as individuals and targets and reviews the progress of all pupils half termly. In some year groups the number of pupil premium pupils is so small that we need to be cautious about drawing inferences from any findings, i.e. one or two pupils' achievement has a disproportionate impact on the data.

The school is committed to "closing the gap" for every pupil.

PP+ = Formally Looked after children.

PP = pupils whose families are in receipt of certain income support benefits

Service Families = pupils who have one or more parents serving in the armed forces.

These grants are paid to the school if the families are qualifying at any time in the last six years.

Number of pupils and specific grant (PPG) received	
Total number of pupils on role – January 2015	427
Amount received for PP+ (£1900), PP (£1320) and Service (£300) Families	73,490
Total number of pupils eligible for PP (PP+)	36 (6)
Total number of pupils eligible for Service Families Grant	32

Allocation of 2014-15 Pupil Premium Grant

Intervention	Budget	Intention	Outcome	Impact
Percentage of cost of 0.8 Intervention Teacher	£25664	To deliver more rigour in tracking and intervening on students, including pupil premium pupils, who are not making expected progress. Pupils are identified for support with the intervention team through the Pupil Progress system and their progress is reviewed 6 weekly	100% of pupils in receipt of PP+ grant received support from the Intervention Team 25% of pupils in receipt of PP grant received support from the Intervention Team 10% of pupils in receipt of Service Families grant received support from the Intervention Team	Comparative data for all groups at the school is contained within Appendix 1 A detailed breakdown of the impact on the academic outcomes for supported groups is attached as Appendix 2
Percentage of cost of 2 Intervention Team Teaching Assistants () /ELSA (Emotional Literacy Support Assistants)	£8000			

Percentage of cost of Family Support Worker	£9000	To ensure that family and social factors impacting on the lives of pupils are alleviated so lessening barriers to learning. This makes a wide and deep impact of students and deep involvement with families and ensuring any disadvantaged for FSM students is reduced.	83% of pupils in receipt of PP+ grant received support from the Intervention Team 44% of pupils in receipt of PP grant received support from the Intervention Team 41% of pupils in receipt of Service Families grant received support from the Intervention Team	Comparative data for all groups at the school is contained within Appendix 1 A detailed breakdown of the impact on the academic outcomes for supported groups is attached as Appendix 2
1:1 Individual Tuition by Teacher to 4 year 4 children underachieving	£3000	To narrow the gap between these 4 children and the rest of the school in writing	30 minutes 1:1 support focused on conferencing and practice in areas showing difficulties	Writing QCA Test results Child A ARE- 4 points progress Child B ARE 4 points progress Child C ARE- 4 points progress Child D ARE- 3 points progress Identified pupils made good progress in areas targeted; this was evident in teacher assessment ,test data, pupil perseverance, enthusiasm and increased self-esteem
1:1 TA Support for year 3 PP child	£1550	To support underachieving pupil to extend her experiences and language and develop her social skills	Support of pupil in 1:1 situations and encouraging her to relate to others in groups. Extend experience through a range of practical activities ie cooking, posting letters, visiting beach, etc. Through this extend vocabulary.	Although still achieving below AREs rapid progress has been made. The child has shown increased confidence in their own abilities and this has impacted on their rate of progress; self-esteem and motivation. The child now interacts more with peers and answers some questions when prompted. Support being lessened in year 4.

Support for 8 (includes 1 CLA) PP+ children and families	£1578	Consultation and therapy with Clinical Psychologists	In addition to access to the school's facilities the school has contracted Psychology Associates to work with these families. This work includes Clinical Psychology support, therapy and parent consultations.	See outcomes in Appendix 1
Specific External Agency	£630	To overcome personal issues related to pupil fully engaging with school and thus underachieving	Specialist therapy/consultations to pupil and family	Positive engagement to school and social interaction
Percentage of total Teacher Assistant Salaries throughout the school who support Pupil Premium children through pupil progress process. Equivalent to 1.4 FTE	£21000	To support pupils identified in need of extra support but whose needs are not deemed not as great as to need intervention team support. Pupils are identified for support through the Pupil Progress system and their progress is reviewed 6 weekly	Support of pupils in classroom – 1:1, group or swooping. Not just lower ability pupils but pupils of any ability not making expected achievement.	Comparative data for all groups at the school is contained within Appendix 1 A detailed breakdown of the impact on the academic outcomes for supported groups is attached as Appendix 2
Support for residential trips, activity days, clubs, after school provision and school visits	£591	To ensure that all activities available at the school can be accessed by all pupils	No pupil was prevented from accessing curriculum activities offered to all pupils	No pupil was unable to participate in any of the experiences and educational visits offered by the school as a result of financial circumstances. This ensured that all pupils were able to access the wider curriculum and ensured equal opportunities.
School Uniforms	£477	To support purchase of school uniform	Pupils from disadvantaged families have the right uniform and equipment to	Pupils were supported

Historic Performance Data for Free School Meals - RAISEonline Expected Progress end of KS2													
		Maths				Reading				Writing TA			
	No. of FSM	FSM School	Nat Ave FSM	All pupils school	Nat Ave All pupils	FSM School	Nat Ave FSM	All pupils school	Nat Ave All pupils	FSM School	Nat Ave FSM	All pupils school	Nat Ave All pupils
2013	10 (each pupil =10%)	90%	84%	90%	88%	90%	84%	93%	88%	100%	89%	98%	91%
2014	9 (each pupil =11%)	78%	86%	88%	89%	89%	88%	96%	91%	100%	90%	100%	93%

Percentage of pupils attaining or surpassing level 4 in 2014 in Key Stage 2 (FSM Free School Meals)								
	Mathematics, Reading and Writing (TA)				Mathematics			
	School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All pupils	59	86	79	7	59	88	86	2
Non FSM	50	90	83	7	50	90	90	0
FSM (each pupil =11%)	9	67	67	0	9	78	78	0
Within school gap		-23				-12		

Percentage of pupils attaining or surpassing level 4 in 2014 in Key Stage 2 (FSM Free School Meals and)												
	Reading				Writing (TA)				English Grammar, Punctuation and Spelling			
	School		National		School		National		School		National	
	Cohort	%	Non CLA/FS M	Differe nce	Cohort	%	Non CLA/FS M	Differe nce	Cohort	%	Non CLA/FS M	Differe nce
All pupils	59	95	89	6	59	93	85	8	59	85	76	9
Non FSM	50	96	92	4	50	96	89	7	50	86	81	5
FSM (each pupil =11%)	9	89	82	7	9	78	76	2	9	78	66	12
Within school gap		-7				-18				-8		

Appendix 1 - Analysis of Outcomes for Groups 2015

Foundation

Reading							
Group	No	Exceeding		Expected		Emerging	
		No	%	No	%	No	%
All	61	13	21.3	40	65.6	8	25.8
Girls	31	8	25.8	22	71.1	1	3.2
Boys	30	5	16.7	18	59.9	7	23.3
CLA	0						
PP+	3	1	33.3	1	33.3	1	33.3
PP	3	1	33.3	1	33.3	1	33.3
Service	5			5	100		
Statement	0						
K SEND	8	1	12.5	4	40	3	37.5

Writing							
Group	No	Exceeding		Expected		Emerging	
		No	%	No	%	No	%
All	61	4	6.6	46	75.4	11	18.0
Girls	31	3	9.7	25	80.8	3	9.7
Boys	30	1	3.3	21	69.9	8	26.6
CLA	0						
PP+	3	1	33.3	1	33.3	1	33.3
PP	3			2	66.6	1	33.3
Service	5			5	100		
Statement	0						
K SEND	8			4	50.0	4	50.0

Maths							
Group	No	Exceeding		Expected		Emerging	
		No	%	No	%	No	%
All	61	9	14.7	42	68.9	10	16.4
Girls	31	6	19.4	22	71.1	3	9.7
Boys	30	3	10.0	20	66.6	7	23.3
CLA	0						
PP+	3	1	33.3	1	33.3	1	33.3
PP	3	1	33.3	1	33.3	1	33.3
Service	5			5	100		
Statement	0						
K SEND	8	1	12.5	5	62.5	2	25.0

Year 1

Reading							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	64	5	6.3	54	87.5	5	6.3
Girls	29	3	10.4	24	82.8	2	6.9
Boys	35	2	5.7	30	85.7	3	8.6
CLA	0						
PP+	0						
PP	3			3	100		
Service	3	2	66.6	1	33.3		
Statement	0						
K SEND	4			4	100		

Writing							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	64	7	9.4	50	78.1	7	12.5
Girls	29	7	24.1	20	69.0	2	6.9
Boys	35			30	85.7	5	14.3
CLA	0						
PP+	0						
PP	3			2	66.6	1	33.3
Service	3	1	33.3	2	66.6		
Statement	0						
K SEND	4			2	50.0	2	50.0

Maths							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	64	6	6.3	53	82.8	5	7.8
Girls	29	2	6.9	26	89.7	1	3.4
Boys	35	4	11.4	27	77.1	4	11.4
CLA	0						
PP+	0						
PP	3			2	66.6	1	33.3
Service	3			3	100		
Statement	0						
K SEND	4			3	75.0	1	25

Year 2

Reading							
Group	No	3		2a/2b		-2c	
		No	%	No	%	No	%
All	60	22	36.5	30	49.8	8	13.4
Girls	27	10	37.0	13	48.1	4	14.8
Boys	33	12	36.5	17	51.5	4	12.1
CLA	1			1	100		
PP+	1	1	100				
PP	7	1	14.3	4	57.2	2	28.6
Service	3	1	33.3	2	67.7		
Statement	0						
K SEND	5	2	40.0	2	40.0	1	20.0

Writing							
Group	No	3		2a/2b		-2c	
		No	%	No	%	No	%
All	60	11	18.3	30	49.8	19	31.5
Girls	27	5	18.5	14	51.8	8	29.6
Boys	33	6	18.2	16	48.5	11	33.3
CLA	1					1	100
PP+	1	1	100				
PP	7			2	28.6	5	71.5
Service	3			2	66.7	1	33.3
Statement	0						
K SEND	5	1	20.0	1	20.0	3	60.0

Maths							
Group	No	3		2a/2b		-2c	
		No	%	No	%	No	%
All	60	19	31.5	32	53.1	9	14.9
Girls	27	6	22.2	17	62.9	4	14.8
Boys	33	13	39.4	15	45.4	5	15.2
CLA	1			1	100		
PP+	1			1	100		
PP	7	1	14.3	4	57.2	2	28.6
Service	3			3	100		
Statement	0						
K SEND	5			4	80.0	1	20.0

Year 3

Reading							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	59	19	33.3	32	53.3	8	13.3
Girls	26	10	38.5	12	46.2	4	15.4
Boys	33	9	27.3	20	60.6	4	12.1
CLA	0						
PP+	0						
PP	5	2	40.0	2	40.0	1	20.0
Service	7	4	57.1	3	42.9		
Statement	2	1	50.0			1	50.0
K SEND	6	1	16.1	1	16.1	4	57.1

Writing							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	59	5	8.3	43	73.3	11	18.3
Girls	26	3	11.5	19	73.1	4	15.4
Boys	33	2	6.1	24	72.7	7	21.2
CLA	0						
PP+	0						
PP	5	2	40.0	1	20.0	2	40.0
Service	7	1	14.1	6	85.7		
Statement	2	1	50.0			1	50.0
K SEND	6	2	33.3	1	16.1	3	49.8

Maths							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	59	12	20.0	43	73.3	4	6.7
Girls	26	6	23.1	17	65.4	3	11.4
Boys	33	6	18.2	26	78.8	1	3.0
CLA	0						
PP+	0						
PP	5	1	20.0	3	60.0	1	20.0
Service	7	3	42.9	4	57.1		
Statement	2	1	50.0			1	50.0
K SEND	6	1	16.7	3	49.8	2	33.3

Year 4

Reading							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	61	16	25.8	33	53.2	12	21.0
Girls	30	5	16.7	19	63.3	6	20.0
Boys	31	11	35.5	14	45.2	6	19.4
CLA	0						
PP+	2			2	100		
PP	4			1	25.0	3	75.0
Service	7	3	42.9	3	42.9	1	14.3
Statement	0						
K SEND	7			1	14.3	6	85.7

Writing							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	61	12	19.4	38	61.3	11	19.4
Girls	30	2	6.7	23	76.6	5	16.7
Boys	31	10	32.3	15	48.5	6	19.4
CLA	0						
PP+	2			2	100		
PP	4			1	25.0	3	75.0
Service	7	3	42.9	3	42.9	1	14.3
Statement	0						
K SEND	7			1	14.3	6	85.7

Maths							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	61	18	29.0	33	53.2	10	17.7
Girls	30	4	13.3	20	66.6	6	
Boys	31	14	45.2	13	41.0	4	12.9
CLA	0						
PP+	2			2	100		
PP	4			1	25	3	75.0
Service	7	2	28.6	5	71.4		
Statement	0						
K SEND	7			1	14.3	6	

Year 5

Reading							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	59	17	28.3	33	55.0	9	16.7
Girls	31	10	32.3	16	51.7	5	16.2
Boys	28	7	25.0	17	60.7	4	14.3
CLA	0						
PP+	0						
PP	10	1	10.0	7	70.0	2	20.0
Service	4			4	100		
Statement	1					1	100
K SEND	8			1	12.5	7	97.5

Writing							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	59	10	16.7	37	61.7	12	21.7
Girls	31	8	25.8	17	54.9	6	19.4
Boys	28	2	7.1	20	71.4	6	21.4
CLA	0						
PP+	0						
PP	10	1	10	6	60	3	30
Service	4			4	100		
Statement	1					1	100
K SEND	8					8	100

Maths							
Group	No	ARE+		ARE		ARE-	
		No	%	No	%	No	%
All	59	15	25.0	32	53.3	12	21.7
Girls	31	9	29.1	15	48.5	7	22.6
Boys	28	6	21.4	17	54.9	5	17.9
CLA	0						
PP+	0						
PP	10	1	10.0	5	50.0	4	40.0
Service	4			4	100		
Statement	1					1	100
K SEND	8					8	100

Year 6

Reading - Attainment											
		Under 3		3		4		5		6	
	Number	Number	%	Number	%	Number	%	Number	%	Number	%
All	60	1	1.7	0	0	29	48.3	30	50	0	
Girls	28	0		0		12	42.9	16	57.1	0	
Boys	32	1	3.2	0		17	53.1	14	43.8	0	
CLA	0	0		0		0		0		0	
PP+	3	0		0		1	33.3	2	66.7	0	
PP	7	0		0		2	28.6	5	71.4	0	
SERVICE	5	0		0		1	20	4	80	0	
Statement	2	0		0		1	50	1	50	0	
K SEND	9	1	11.1	0		4	44.4	4	44.4	0	

Reading – Progress							
		1 level		2 levels		3 levels	
	Number	Number	%	Number	%	Number	%
All	60	3	5	44	73.3	13	21.7
Girls	28	1	3.6	21	75	6	21.4
Boys	32	2	6.3	23	71.9	7	21.9
CLA	0	0		0		0	
PP+	3	0		2	66.7	1	33.3
PP	7	0		5	71.4	2	28.6
SERVICE	5	0		5	100	0	
Statement	2	0		1	50	1	50
K SEND	9	1	11.1	7	77.8	1	11.1

Writing - Attainment											
		Under 3		3		4		5		6	
	Number	Number	%	Number	%	Number	Number	Number	%	Number	%
All	60	0		4	6.7	38	63.3	18	30	0	
Girls	28	0		0		19	67.9	9	32.1	0	
Boys	32	0		4	12.5	19	59.4	9	28.1	0	
CLA	0	0		0		0		0		0	
PP+	3	0		0		2	66.7	1	33.3	0	
PP	7	0		0		4	57.1	3	42.9	0	
SERVICE	5	0		0		4	80	1	20	0	
Statement	2	0		1	50	0		1	50	0	
K SEND	9	0		1	11.1	7	77.8	1	11.1		

Writing – Progress							
		1 level		2 levels		3 levels	
	Number	Number	%	Number	%	Number	%
All	60	1	1.6	43	71.6	16	26.7

Girls	28	0		20	71.4	8	28.6
Boys	32	1	3.1	23	71.9	8	25
CLA	0	0		0		0	
PP+	3	0		2	66.7	1	33.3
PP	7	0		4	57.1	3	42.9
SERVICE	5	0		3	60	2	40
Statement	2	0		2	100	0	
K SEND	9	0		8	88.9	1	11.1

Maths - Attainment											
		Under 3		3		4		5		6	
	Number	Number	%	Number	%	Number	Number	Number	%	Number	%
All	60	0		1	1.7	31	51.7	26	43.3	2	3.4
Girls	28	0		1	1.7	16	57.1	11	39.3	0	
Boys	32	0		0		25	78.1	15	46.9	2	6.3
CLA	0	0		0		0		0		0	
PP+	3	0		1	33.3	1	33.3	1	33.3	0	
PP	7	0		0		3	42.9	4	57.1	0	
SERVICE	5	0		0		2	40	3	60	0	
Statement	2	0		0		1	50	1	50	0	
K SEND	9	0		1	11.1	5	55.6	4	44.4	0	

Maths – Progress							
		1 level		2 levels		3 levels	
	Number	Number	%	Number	%	Number	%
All	60	1	1.7	42	70	17	28.3
Girls	28	1	3.6	21	75	6	21.4
Boys	32	0		21	65.6	11	34.4
CLA	0	0		0		0	
PP+	3	1	33.3	1	33.3	1	33.3
PP	7	0		6	85.7	1	14.3
SERVICE	5	0		3	60	2	40
Statement	2	0		1	50	1	50
K SEND	9	1	11.1	6	66.7	3	33.3

Appendix 2 - Analysis of Impact of use Pupil Premium Grant on specific interventions 2015

Year 6							
Category	Number Of Pupils	Reading		Writing		Maths	
		Attainment	Progress	Attainment	Progress	Attainment	Progress
All PP+	3	100% level 4+ 66% level 5	66% 2 level progress 33% 3 level progress	33% level 3 66% level 4+ 33% level 5	33% 1 level progress 33% 2 level progress 33% 3 level progress	100% level 4+ 33% level 5	66% 2 level progress 33% 3 level progress
All PP	7	100% level 4+ 57% level 5	72% 2 level progress 28% 3 level progress	100% level 4+ 57% level 5	86% 2 level progress 14% 3 level progress	100% level 4+ 100% level 5	57% 2 level progress 43% 3 level progress
All Service	4	100% level 4+ 75% level 5	100% 2 level progress	33% level 3 66% level 4+ 33% level 5	33% 1 level progress 33% 2 level progress 33% 3 level progress	100% level 4+ 50% level 5	75% 2 level progress 25% 3 level progress
In/Team PP+	3 – 100%	100% level 4+ 66% level 5	66% 2 level progress 33% 3 level progress	100% level 4+ 66% level 5	66% 2 level progress 33% 3 level progress	100% level 4+ 33% level 5	66% 2 level progress 33% 3 level progress
In/Team PP	0						
In/Team Service	0					100% level 4+	100% 2 level progress
FSW PP+	1 – 33%	100% level 4+	100% 2 level progress	100% level 3	100% 1 level progress	100% level 4+ 50% level 5	50% 2 level progress 50% 3 level progress
FSW PP	2 – 28%	100% level 4+ 100% level 5	50% 2 level progress 50% 3 level progress	100% level 4+ 100% level 5	50% 2 level progress 50% 3 level progress	100% level 4+ 50% level 5	100% 2 level progress
FSW Service	2 - 50%	100% level 4+ 50% level 5	100% 2 level progress	100% level 4+ 50% level 5	50% 2 level progress 50% 3 level progress	100% level 4+ 33% level 5	66% 2 level progress 33% 3 level progress

Year 3-5				
Category	Number of Pupils	Reading	Writing	Maths
All PP+	2	ARE –	ARE –	ARE –

		ARE 100% ARE+	ARE 100% ARE+	ARE 100% ARE+
All PP	19	ARE – 37% ARE 47% ARE+16%	ARE – 47% ARE 47% ARE+ 5%	ARE – 37% ARE 53% ARE+ 10%
All Service	18	ARE – 7% ARE 50% ARE+ 33%	ARE – 6% ARE 72% ARE+ 22%	ARE – 6% ARE 77% ARE+ 17%
In/Team PP+	2 – 100%	ARE – ARE 100% ARE+	ARE – ARE 100% ARE+	ARE – ARE 100% ARE+
In/Team PP	6 – 32%	ARE – 66% ARE 33% ARE+	ARE – 100% ARE ARE+	ARE – 83% ARE 7% ARE+
In/Team Service	1 – 6%	ARE – 100% ARE ARE+	ARE – ARE 100% ARE+	ARE – ARE 100% ARE+
FSW PP+	1 – 50%	ARE – 36% ARE ARE+ 9%	ARE – ARE 100% ARE+	ARE – ARE 100% ARE+
FSW PP	10 – 53%	ARE – 40% ARE 60% ARE+	ARE – 60% ARE 30% ARE+ 10%	ARE – 60% ARE 30% ARE+ 10%
FSW Service	9 – 50%	ARE – ARE 66% ARE+ 33%	ARE – ARE 78% ARE+22%	ARE – ARE 78% ARE+22%

Year 2				
Category	Number of Pupils	Reading	Writing	Maths
All PP+	2	Level 1 Level 2 50% Level 3 50%	Level 1 Level 2 50% Level 3 50%	Level 1 Level 2 100% Level 3
All PP	6	Level 1 Level 2 83% Level 3 17%	Level 1 Level 2 83% Level 3 17%	Level 1 Level 2 83% Level 3 17%
All Service	3	Level 1 Level 2 66% Level 3 33%	Level 1 Level 2 100% Level 3	Level 1 Level 2 100% Level 3
In/Team PP+	2 – 100%	Level 1 Level 2 50% Level 3 50%	Level 1 Level 2 – 50% Level 3 – 50%	Level 1 Level 2 100% Level 3
In/Team PP	3 – 50%	Level 1 Level 2 100% Level 3	Level 1 Level 2 100% Level 3	Level 1 Level 2 100% Level 3
In/Team Service	1 – 33%	Level 1 Level 2 100% Level 3	Level 1 Level 2 100% Level 3	Level 1 Level 2 100% Level 3
FSW PP+	2– 100%	Level 1 Level 2 50% Level 3 50%	Level 1 Level 2 50% Level 3 50%	Level 1 Level 2 50% Level 3 50%
FSW PP	4– 66%	Level 1 Level 2 100%	Level 1 25% Level 2 5%	Level 1 25% Level 2 75%

		Level 3	Level 3	Level 3
FSW Service	0	Level 1 Level 2 Level 3	Level 1 Level 2 Level 3	Level 1 Level 2 Level 3

Year 1					
Category	Number of Pupils	Reading	Writin	Maths	Phonics
All PP+	0	ARE – ARE ARE+	ARE – ARE ARE+	ARE – ARE ARE+	Achieved
All PP	3	ARE – ARE 100% ARE+	ARE – 33% ARE 66% ARE+	ARE – 33% ARE 66% ARE+	Achieved 100%
All Service	3	ARE – ARE 33% ARE+ 66%	ARE – ARE 66% ARE+ 33%	ARE – ARE 100% ARE+	Achieved 100%
In/Team PP+	0	ARE – ARE ARE+	ARE – ARE ARE+	ARE – ARE ARE+	Achieved
In/Team PP	0	ARE – ARE ARE+	ARE – ARE ARE+	ARE – ARE ARE+	Achieved
In/Team Service	1 - 33%	ARE – ARE ARE+ 100%	ARE – ARE 100% ARE+	ARE – ARE 100% ARE+	Achieved 100%
FSW PP+	0	ARE – ARE ARE+	ARE – ARE ARE+	ARE – ARE ARE+	Achieved
FSW PP	2 - 66%	ARE – ARE 100% ARE+	ARE – ARE 100% ARE+	ARE – 50% ARE 50% ARE+	Achieved 100%
FSW Service	0	ARE – ARE ARE+	ARE – ARE ARE+	ARE – ARE ARE+	Achieved

Foundation				
Category	Number of Pupils	Reading	Writing	Number
All PP+	3	Exceeding 33% Met 33% Below 33%	Exceeding 33% Met 33% Below 33%	Exceeding 33% Met 33% Below 33%
All PP	3	Exceeding 33% Met 33% Below 33%	Exceeding 33% Met 66% Below	Exceeding 33% Met 33% Below 33%
All Service	5	Exceeding Met 100% Below	Exceeding Met 100% Below	Exceeding Met 100% Below
In/Team PP+	3 - 100%	Exceeding 33% Met 33%	Exceeding 33% Met 33%	Exceeding 33% Met 33%

		Below 33%	Below 33%	Below 33%
In/Team PP	1 -33%	Exceeding Met 100% Below	Exceeding 100% Met Below	Exceeding Met 100% Below
In/Team Service	0	Exceeding Met Below	Exceeding Met Below	Exceeding Met Below
FSW PP+	1-33%	Exceeding Met Below 100%	Exceeding Met Below 100%	Exceeding Met Below 100%
FSW PP	3-100%	Exceeding 33% Met 66% Below	Exceeding Met 66% Below 33%	Exceeding 33% Met 33% Below 33%
FSW Service	2- 40%	Exceeding Met 100% Below	Exceeding Met 100% Below	Exceeding Met 100% Below

2014-15 Plans approximate sum £88,420

To continue with the interventions as above and to target specific under achievement by:

To target identified pupil in Year 3 by development of her speech and vocabulary through specific use of TA.

To provide additional teaching for PP pupils through conferencing and after school activities