

**Exceed to Succeed**



## **Pupil Premium Statement 2014 - 15**

### **Introduction**

The Government states that the Pupil premium is additional school funding to address educational inequalities between pupils from low income families and their more affluent peers, which persist through all stages of education. This ensures funding to tackle disadvantage reaches the pupils that need it most.

As a school, we are committed to ensuring that teaching and learning opportunities meet the needs of all pupils, in particular those of vulnerable pupils so that any gaps in attainment with that of other pupils is narrowed, and ultimately, closed. We believe good educational opportunities are the key to improving life chances.

The DfE states that it is for schools to decide how the pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The pupil premium is allocated for children who are currently registered as eligible for Free School meals (FSM) or have received FSM in one or more of the previous 6 years, Looked after Children (LCA) and children of service families.

If you are entitled to free school meals it is very important that you register with Ealing Council at Perceval House so that the school can receive the full funding that will benefit your child/children. Our administrative staff will assist you in explaining the process and the documents required.

The spending of Pupil Premium funding is reviewed and scrutinised carefully by our governing body. They are required to make sure that money is spent on support that demonstrably improves the educational attainment and progress of the Pupil Premium children, proportionate to the amount of money spent on particular initiatives. The governing body is also required to

review the effectiveness of all interventions we try and discontinue those that are not delivering appropriate educational benefits.

### **Number of pupils supported by Pupil Premium funding 2014-15**

Total number of pupils on roll Sept 2014	<b>390</b> * with high mobility
Number of pupils entitled to Pupil Premium funding	<b>124</b>
Number of "Looked After" pupils	<b>1</b>
Number of pupils from service families	<b>0</b>
Percentage of school roll	<b>31.5%</b>
Total amount of Pupil Premium Funding received (increased to £1300 per pupil for 2014 -15)	<b>2014 – 15</b> £192,400

### **How Pupil Premium Funding was used in 2014-15**

- funding was used to employ Learning Support Assistants or Teachers (as a full-time equivalent of 3 staff) , who deliver Wave 2 and Wave 3 targeted interventions to address identified gaps in learning, enabling Pupil Premium pupils to "catch up" with their peers in the core areas of Literacy and Numeracy .
- Employing a full time Restorative Practice Mentor providing 1:1 "Check-ins" for targeted pupils, lunchtime support for pupils' behavioural, emotional and social needs, using Restorative Practice to help pupils sort out any problems so they are ready for learning, meeting with parents to support pupils' targets.
- Additional LSA to carry out interventions in Y1 & 2 focusing on Phonics and Maths , ensuring pupils have a strong foundation in Literacy and Numeracy skills.
- Employing a "Pupil progress" Tutor to teach in Y2 and Y6 , enabling us to create three or more ability groups for targeted teaching & learning in small groups.
- One – to –one Better Reading Partnership (Year 1 ) run by LSA
- Maths tutor employed to give extra tuition to small groups of More Able and Gifted and Talented pupils, including targeted PP pupils so they can achieve their full potential.
- "Beanstalk" Reading Tutor working 1:1 with target pupils 2 x weekly for the year, developing reading skills, comprehension and confidence.
- Subsidising extended services, attendance at sports clubs, sports and cultural events, school trips and some after school clubs.
- Subsidising PP pupils to enable them to participate in the school residential trip for Year 6
- Providing cover for staff to run "Family Learning" sessions, developing parents' ability to support their child's learning.
- Ensuring opportunities for PP pupils to develop responsibility, independence and engagement with school life, through school

council, and training in monitor and peer mentor roles.

### Measuring the impact of Pupil Premium funding

- The progress and attainment of all pupils is tracked, with the expectation that the majority of our pupils will make a minimum of two level progress from Y2 to Y6 in Reading, Writing and Maths.
- The attainment and progress of PP pupils is tracked rigorously in order to identify and narrow any attainment gaps between these groups of pupils and their peers.
- Termly Pupil Progress meetings between teaching staff, Headteacher, Deputy Head and Inclusion Leader focus on the progress of all pupil groups, including PP pupils. Actions and interventions are agreed and the impact of these assessed termly.
- Qualitative feedback on progress, engagement and confidence is collected from pupils, parents and staff.
- Where attendance of PP pupils is an issue, this is addressed and the impact on PP pupils' attendance is monitored.
- The Headteacher gives feedback to the Governors' curriculum committee termly, including the cost effectiveness of the provision made ('value for money').
- The curriculum committee reports back to the Full Governing Body termly and Governors will make an annual statement to parents on how the Pupil Premium Funding has been used to "Narrow the gap".
- An annual summary of the Pupil Premium budget, how funding is spent and its impact is put on the school's website.

### Impact of Pupil Premium funding 2014-15

Year 6 2014-15	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
	22 pupils 46%	pupils 54%	%
End of KS 2 Reading	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
<b>2013</b> Expected 2 levels progress	96%	100%	89%
Above expected, 3 levels progress	33%	27%	29%
<b>2014</b> Expected 2 levels progress	93%	80%	92%
Above expected, 3 levels progress	52%	40%	34%
<b>2015</b> Expected 2 levels	94%	100%	92%

progress			
Above expected, 3 levels progress	22%	16%	33%
<b>End of KS 2 Writing</b>	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
<b>2013</b> Expected 2 levels progress	96%	100%	93%
Above expected, 3 levels progress	48%	27%	31%
<b>2014</b> Expected 2 levels progress	100%	84%	94%
Above expected, 3 levels progress	44%	12%	34%
<b>2015</b> Expected 2 levels progress	94%	100%	95%
Above expected, 3 levels progress	44%	26%	37%
<b>End of KS 2 Maths</b>	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
<b>2013</b> Expected 2 levels progress	96%	100%	90%
Above expected, 3 levels progress	44%	69%	34%
<b>2014</b> Expected 2 levels progress	93%	91%	91%
Above expected, 3 levels progress	48%	43%	38%
<b>2015</b> Expected 2 levels progress	100%	100%	91%
Above expected, 3 levels progress	56%	58%	37%

**Impact:**

2014-15 Y6 PP cohort 94% achieved expected 2 levels progress in Reading and Writing, the one pupil not achieving had identified SEN needs and was going through Statutory Assessment.

In Maths both PP and non-PP pupils achieved 100% expected progress.

In Reading 54% of PP pupils achieved 3 levels progress, with 40% for non-PP pupils.

Over the last 3 years, there has been a steady improvement in % PP pupils expected progress in Maths, in Reading and Writing there has been a slight reduction in progress achieved. High mobility

Over the last 3 years PP pupils' progress has been consistently above National figures in all subjects.

**Next steps:**

Continue effective provision, including additional teaching staff to create smaller learning groups in Y6, Booster sessions for target groups, involvement of parents.

<b>Year 2 2014-15</b>	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
	9 pupils 16%	49 pupils 84%	%
<b>Difference in Attainment at end of KS1 Reading</b>	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
<b>2013 Level 2 +</b>	82%	70%	92%
<b>2014 Level 2 +</b>	100%	70%	92%
<b>2015 Level 2 +</b>	72%	88%	
<b>Difference in Attainment at end of KS1 Writing</b>	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
<b>2013 Level 2 +</b>	82%	73%	89%
<b>2014 Level 2 +</b>	100%	75%	89%
<b>2015 Level 2 +</b>	67%	85%	
<b>Difference in Attainment at end of KS1 Maths</b>	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
<b>2013 Level 2 +</b>	82%	73%	94%
<b>2014 Level 2 +</b>	100%	80%	94%
<b>2015 Level 2 +</b>	72%	85%	

**Impact:**

In 2014-15 for the first time PP pupils' attainment was below that of non-PP pupils in all subjects. In Y2 there was a high proportion of SEN + PP pupils. There were 4 new EAL arrivals, but these pupils were not PP. High mobility

**Next steps:**

Continue provision of additional teaching staff to create smaller learning groups in Y2, interventions in Literacy and Numeracy for target groups, involvement of parents.  
Close monitoring of PP pupils' progress

<b>Reception 2014-15</b>	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
	3 pupils 5 %	55 pupils 95%	%
Difference in Attainment at end of EYFS Expected or exceeding Prime Learning Goals	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
2013	33%	45%	
2014	70%	50%	
2015	67%	60%	
Difference in Attainment at end of EYFS Expected or exceeding Specific Learning Goals	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
2013	25%	23%	
2014	60%	50%	
2015	33%	49%	
Difference in Attainment at end of EYFS Good Level of Development	Havelock Pupil Premium %	Havelock Non-Pupil Premium %	National Non-Pupil Premium %
2013	17%	26%	
2014	70%	50%	
2015	33%	60%	

#### **Impact:**

**There were only 3 pupils identified as PP in Reception in 2014-15, which we are investigating as it was a much smaller than average number for the school.**

**Therefore the PP/non-PP data for EYFS 2014-15 should be treated with caution.**

After PP pupils made better attainment than non-PP in 2014, 2015 showed continuing better attainment than non-PP in Prime Learning Goals.

However, their attainment was behind that of non-PP pupils in Specific Learning Goals and in overall "Good Level of Development".

High mobility, very high % of pupils at first stages of learning English

#### **Next steps:**

Continue involvement of parents in supporting their child's learning and Family Learning workshops.

SIP focus on developing Speaking Listening skills in EYFS, with prompt identification of SEN needs, SALT input and BOX Clever Language groups. Close monitoring of PP pupils' progress.