



Pupil Premium Statement 2014/15

The pupil premium funding, which is additional to main school funding, is a key way of narrowing the (academic attainment/achievement/progress) gap between Free School Meals (FSM) and Non-FSM students. The government has extended its reach to cover any child that has been registered for Free School Meals or a Child Looked After (CLA) within the past six years.

According to the DfE, schools have the freedom to spend the funding as they see fit based upon their knowledge of pupil needs – ***'Schools will decide how to use the Pupil Premium. As they are best placed to assess what additional provision be made for individual pupils.'***

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what educational provision should be made for the individual pupils within their responsibility.'
(DfE website)

In the financial period of **2014-15** Sir John Lillie Primary School received a total of **£335,704** Pupil Premium.

At Sir John Lillie Primary School we have high aspirations and expectations for all our children and strive to ensure they reach their full potential. Pupil Premium funding represents a significant proportion of our school's total budget and we are committed to ensuring it is used effectively.

Children who receive Pupil Premium funding are referred to as Disadvantaged children in all DfE documents.

Monitoring the impact of Pupil Premium money

Half-termly data will be analysed thoroughly by SLT and class teachers. Intervention groups will be monitored on a half-termly basis to ensure pupils are making progress. The provision map will be reviewed half-termly in light of data and reports. Narrowing the gap data will be produced for each year group and this will be reported to stakeholders (please see tables on our Pupil Premium statement 2013-14 for information for the end of the academic year 2013-14).

Key focus of Pupil Premium money – Academic year 2014-15.

Increase % of pupils working at age related expectations in Reading, Writing and Maths.

Year group	Item/Project	Objective
Years 5/6	Level 6 provision – English and Maths	Raise amount of children achieving L6 in English and Maths
	Booster groups for identified children – English and Maths	Raise achievement of disadvantaged pupils
	Short term teacher employed to run targeted intervention groups	Raise achievement of disadvantaged pupils
	Nurture group funded particularly targeting disadvantaged pupils	To improve social skills of targeted children
Years 3/4	Short term teacher employed to run targeted intervention groups	Raise achievement of disadvantaged pupils
	Level 3 provision - Maths	Increase amount of L3 pupils in Maths
	Level 3 provision –Writing	Increase amount of L3 pupils in English
	Nurture group funded particularly targeting disadvantaged pupils	To improve social skills of targeted children

Years 3/4	Additional hours for TAs to run reading groups	Raise achievement of disadvantaged pupils.
Years 1/2	Additional hours for TAs to run phonics groups	Raise achievement of disadvantaged pupils.
	Nurture group funded particularly targeting disadvantaged pupils	To improve social skills of targeted children.
	1:1 reading for targeted pupils	Raise achievement of disadvantaged pupils.
EYFS	Adult to run phonics groups – targeting disadvantaged children.	Raise achievement of disadvantaged pupils.
Whole school	Maths consultant working with school to continue to raise standards in Maths, in particular disadvantaged children.	Raise standards across the school for disadvantaged pupils in line with new National Curriculum.
	Writing consultant working with the school to raise standards in writing, in particular disadvantaged children.	Raise standards across the school for disadvantaged pupils in line with new National Curriculum.
	Attendance Officer employed to work with families of disadvantaged children.	Support families who need it and to improve attendance and punctuality of disadvantaged pupils.
	Continue to subsidise breakfast club/family café.	Ensure disadvantaged pupils have a meal before they start school.
	Resources to promote reading for enjoyment	Raise achievement of disadvantaged pupils.

A copy of expenditure is available on request

Through the year other foci may be added due to targeted assessments.

Impact

Closing the gap between disadvantaged (*pupil premium*) and other children – Year 2

	2015		
	Disadvantaged (28 chn)	Other (24 chn)	Gap
% Level 2, or above, in reading, writing & maths	82%	83%	-1
% Level 2b+, or above, in reading, writing & maths	78%	75%	3
% Level 3 or above, in reading, writing & maths	18%	25%	-7

Closing the gap between disadvantaged (*pupil premium*) and other children, headline indicators over 3 academic years –Year 6

	2012	2013	2014	2015		
	Gap	Gap	Gap	Disadv (39 chn)	Other (12 chn)	Gap
% Level 4, or above, in reading, writing & maths	-12	-15	-6	97	83	14
% Level 5, or above, in reading, writing & maths	11	-8	-16	25	41	-16
Progress *chn who have KS1 data				(38 chn*)	(9 chn*)	Gap
% making expected progress, or better, in reading				100	100	0
% making better than expected progress in reading				60	40	20
% making expected progress, or better, in writing				97	100	-3

% making <i>better than expected</i> progress in writing	29	30	-1
% making expected progress, or better, in maths	100	100	0
% making <i>better than expected</i> progress in maths	73	80	-7

Progress across the school

The table below show the difference in progress made between disadvantaged pupils in the school against other.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	0.4	1.0	-0.3	0.5	0.9	1.6
Writing	1.8	0.2	0.3	1.5	-0.4	2.1
Maths	-0.1	-0.9	-0.9	-0.5	-1.3	0.9

Attendance

Attendance at the end of July 2015 was **96.3%**.

Our attendance officer works with families on a day to day basis with regards to attendance. He has also been working with 5 key families all of whom have children that receive pupil premium funding. The attendance and punctuality of these families has increased and in some cases drastically so. This has had an impact on their progress and attainment.