



Pupil Premium Statement 2013-14

The pupil premium funding, which is additional to main school funding, is a key way of narrowing the 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 academic year **2013/14** Sir John Lillie Primary School received a total of £253,800 Pupil Premium. ***(The amount allocated per child, entitled to free school meals in the last six years, by the Government was £900 (financial year 2012-13) and £1,300 (financial year 2014-15).***

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.

At Sir John Lillie Primary School we have prioritised the use of the Pupil Premium and a range of activities and interventions have been supported with the funding, including:

- After school Year 6 SATs booster groups
- Employed 3 teachers on a short term contract to carry out intervention groups
- Provided additional hours for teaching assistants to deliver phonics sessions
- Additional SENCO, four days a week to deliver intervention
- Weekly writing workshops from September 2013
- Purchased Maths resources
- Engaged the support of a Maths consultant
- Continued development of Learning Resource Centre (Library)
- Family Lunch
- Subsidising after school clubs and purchasing resources
- Subsidising Breakfast Club
- Play therapist
- Employed Attendance Officer
- Additional Speech and Language provision
- Additional Educational Psychologist time
- Introduction of and resourcing of Nurture Group
- Subsidised French lessons
- Funding workshops for SMSC
- 1:1 support for Year 6
- Extra 1:1 funding for SEN

Monitoring the impact of Pupil Premium money.

Half-termly data will be analysed thoroughly by SLT (Senior Leadership Team) 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 below for information from the end of the academic year 2013-14).

Impact of pupil premium money

End of Key Stage 1 – Attainment

	Reading		Writing		Maths	
	School	National	School	National	School	National
Level 2+ Disadvantaged	97%	92%	97%	89%	97%	94%
Level 2+ Other	90%		90%		95%	
Level 3+ Disadvantaged	13%	35%	9%	19%	19%	28%
Level 3 other	25%		30%		30%	

Closing the gap disadvantaged pupils (pupil premium) and other children across the school.

(This information will be used to inform our pupil premium spending for the academic year 2014-15).

Further impact identified across the school

The 79% of disadvantaged pupils that passed the Year 1 Phonics Screening Test is significantly above National. This shows that additional adults have provided specific and tailored support meeting the needs of the pupils

Across the school, disadvantaged pupils have made more progress than their peers in Maths in years 2 to 6.

Next year's focus will be on writing attainment for disadvantaged pupils and higher ability pupils in years 2, 3 and 6.

Closing the gap between disadvantaged (pupil premium) and other children, headline indicators over 3 years.

	2012	2013	2014		
	Gap	Gap	Disadv	Other	Gap
% Level 4, or above, in reading, writing & maths	-12	-15	83	87	-4
% Level 5, or above, in reading, writing & maths	11	-8	22	33	-11
% making expected progress, or better, in reading	100	87	100	100	0
% making expected progress, or better, in writing	100	100	95	100	-5
% making expected progress, or better, in maths	90	80	100	100	0

This table shows that in the academic year 2013-14, the gap between disadvantaged pupils and their peers was reduced.

Tables, by subject, showing the percentage of disadvantaged pupils achieving the expected progress and more than expected progress against 'other' pupils within school and nationally.

	Reading		
	Disadvantaged (school)	Other (school)	Other (national)
% of pupils achieving expected progress	100%	100%	92%
% of pupils achieving more than expected progress	59%	44%	34%

	Writing		
	Disadvantaged (school)	Other (school)	Other (national)
% of pupils achieving expected progress	95%	100%	94%
% of pupils achieving more than expected progress	31%	31%	34%

	Maths		
	Disadvantaged (school)	Other (school)	Other (national)
% of pupils achieving expected progress	100%	100%	91%
% of pupils achieving more than expected progress	72%	56%	38%

In reading and maths disadvantaged pupils achieved better than 'other' pupils in school and nationally. This is particularly evident in Maths, where disadvantaged pupils made significant progress with 72% achieving more than expected progress.