

Pupil Premium Summary: 2013-14

Pupil Premium Funding in 2013-14 was £120,000

In 2013-14, the pupil premium was targeted as follows:

Using specialist or specific support to improve overall provision	Securing the progress of targeted learners	Minimising the impact of barriers to learning
<ul style="list-style-type: none"> ➤ Targeted support in Year 6 to ensure pupils make rapid progress to expected levels ➤ Use of Maths Consultant from Local Authority to improve progress in Maths and develop the Maths curriculum. 	<ul style="list-style-type: none"> ➤ Targeted interventions utilising the Inclusion for Achievement Team to support all vulnerable or underachieving pupils to make good or outstanding progress. 	<ul style="list-style-type: none"> ➤ Deployment of learning mentor to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance. ➤ Tailored support for key vulnerable pupils, including Kids Company, drama therapy and support from the 'Art Room'.

Summary of Expenditure 2013-14

(Targeted Pupil Premium Funding is highlighted in Yellow)

Area of Focus and Summary of Activity
<p>Using specialist or specific support to improve provision</p> <p>The Acting DHT was deployed within Year 6 to ensure consistently good/outstanding overall provision and accelerate pupil progress to ensure every child made at least 'good' progress.</p> <p>Breakfast/Homework clubs in Year 6 supported children prior to National Tests.</p> <p>A literacy consultant from 'The Literacy Tree' was employed to continue to work alongside class teachers to model, support and improve the quality of Guided Reading throughout the school; and to support the development of a book-based curriculum.</p>

Specific Interventions	Summary of Impact	Cost																												
<p>DHT support in Year 6 (0.6 for 3xhalf terms)</p> <p>DHT supported pupils at risk of not achieving a Level 4 in Reading, Writing and Maths.</p> <p>In addition, targeted support during Guided Reading during Spring and Summer Term to address gaps in spelling, punctuation and grammar.</p>	<p>Year 6 pupils made accelerated progress throughout the year, including pupils on Free School Meals entitled to the Pupil Premium:</p> <p><u>APS Progress in Reading, Writing and Maths:</u></p> <table border="1" data-bbox="566 320 1870 443"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Free School Meals</th> <th>Non-Free School Meals</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5.0</td> <td>5.3</td> <td>4.5</td> </tr> <tr> <td>Writing</td> <td>5.5</td> <td>5.5</td> <td>5.5</td> </tr> <tr> <td>Maths</td> <td>4.9</td> <td>5.2</td> <td>4.5</td> </tr> </tbody> </table> <p>All pupils targeted for Level 4 achieved a Level 4.</p> <p>This represents outstanding progress overall.</p> <p><u>Spelling, Punctuation and Grammar</u></p> <p>Boosters during summer term supported rapid improvement in SPaG results from Spring to Summer Term:</p> <table border="1" data-bbox="566 711 1606 804"> <thead> <tr> <th></th> <th>Level 4</th> <th>Level 5</th> <th>Level 6</th> </tr> </thead> <tbody> <tr> <td>Spring Term</td> <td>60%</td> <td>35%</td> <td>0%</td> </tr> <tr> <td>Summer Term</td> <td>91%</td> <td>70%</td> <td>4%</td> </tr> </tbody> </table>		All Pupils	Free School Meals	Non-Free School Meals	Reading	5.0	5.3	4.5	Writing	5.5	5.5	5.5	Maths	4.9	5.2	4.5		Level 4	Level 5	Level 6	Spring Term	60%	35%	0%	Summer Term	91%	70%	4%	<p>£ 16,039 (DHT time pro-rata) (Targeted Pupil Premium Funding)</p>
	All Pupils	Free School Meals	Non-Free School Meals																											
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<p>Maths Easter School for Year 6 – 1 week additional Maths classes for Year 6 pupils – taught by Y6 teacher and DHT.</p> <p>This was particularly targeted at underperforming or disadvantaged pupils.</p> <p>Year 6 Extended day on Thursday ('My Maths' Breakfast club and after school homework club)</p>	<p>This year the school achieved its highest ever SATS results in Maths:</p> <ul style="list-style-type: none"> • Level 4: 100% • Level 5: 57% • 2-levels progress: 100% <p>In Maths, pupils on Free School Meals (FSM) achieved:</p> <ul style="list-style-type: none"> • Level 4: 100% • Level 5: 67% • 2-levels progress: 100% <p><i>This represents exceptional achievement compared to national figures.</i></p> <p>FSM pupils achieved an average point score of 32.0 which is significantly higher than with all pupils nationally (29.5) and significantly exceeds the national average for FSM pupils of 27.0 (meaning that on average Winton pupils on FSM achieved were working approx 18 months ahead of their national peers).</p>	<p>£2,000</p> <p>£700</p>																												

Area of Focus and Summary of Activity

Securing the progress of targeted learners

A menu of targeted interventions was established to support speech and language development, and accelerate progress in reading, writing and maths.

Underachieving and disadvantaged pupils were targeted on the basis of termly pupil progress outcomes. Interventions were put in place to accelerate progress for pupils who were falling behind their peers and would therefore benefit from additional support.

Specific Interventions	Summary of Impact	Cost						
<p>Reading Catch-Up for 7 pupils with SEN who struggle with reading from Y2 to Y6.</p>	<p><u>Reading Catch-Up Year 2 – Year 6 (7 Pupils)</u></p> <p>7 pupils across KS1 and KS2 were targeted for 'Catch Up' reading. These All pupils made good progress individually and as a group with an average APS progress in Reading for the group of 4.0 across the whole year. This represents good progress.</p> <p>29% of pupils who exited the Catch Up programme at the end of the summer term 2014 having fully closed the gap between their reading age and chronological age. Pupils continuing with the programme will complete their learning cycle in 2014 – 2015.</p> <table border="1" data-bbox="566 943 1547 1007"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Free School Meals</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4.0 APS Progress</td> <td>4.0 APS Progress</td> </tr> </tbody> </table>		All Pupils	Free School Meals	Reading	4.0 APS Progress	4.0 APS Progress	<p>(Targeted Pupil Premium Funding)</p> <p>Annual cost of Inclusion for Achievement Team (Responsible for delivering targeted interventions for disadvantaged and underachieving pupils)</p> <p>£129,495</p>
	All Pupils	Free School Meals						
Reading	4.0 APS Progress	4.0 APS Progress						
<p>'Socially Speaking' group Social Communication programme for 11 pupils with social, emotional and behavioural needs, complex speech, language and social interaction needs and highly complex medical needs requiring extended stays in hospital and significant absences from school. One pupil has a statement, two pupils have significant special educational needs.</p>	<p><u>Socially Speaking Group – Year 2 – Year 6 (11 pupils)</u></p> <p>Pupils on the Socially Speaking programme supported by the learning mentor and a teaching assistant made an average APS progress in writing of 4.2 and this represents good progress.</p> <p>Pupils have been observed as being more engaged in lessons, demonstrating leadership qualities and making improved contributions during lessons. One pupil in particular has made a huge shift in their confidence in speaking more readily both in and out of the classroom and this pupil has benefited from further additional one to one work with the learning mentor, focussing on their personal interests.</p>	<p>Total cost of targeted PP interventions delivered by the team:</p> <p>£99,677</p>						

<p>Phonics Groups for 15 pupils with specific literacy difficulties and or phonic knowledge gaps in reading and spelling for writing in Y1 to Y6</p>	<p><u>Phonics Groups for Year 1 – Year 6 (15 pupils)</u></p> <p>Letters and Sounds programme tailored to meet the needs of pupils who have made slow progress in linking and letters and sounds to support reading and writing.</p> <p><u>Phonics Groups (19 pupils)</u></p> <p><u>In Year 1 (5 pupils)</u> 40% of pupils on the intervention passed the phonics test and exited the programme. The 60% who did not pass the phonics test substantially improved their score. These pupils will receive further phonics intervention on entry to Year 2.</p> <p><u>In Year 2 (2 pupils)</u> These pupils made good progress in obtaining phonics knowledge throughout the year. 50% (1 pupil) who re-sat the KS1 phonics test passed well over the pass mark and exited the phonics programme. The other pupil who did not pass the re-sit has complex SEN and doubled their score. They will continue to receive additional phonics support in Y3.</p> <p><u>In KS2 (8 pupils)</u> Across the year, as a group pupils made an average APS progress in reading of 3.8 and this represents good progress. Pupils made an average APS progress in writing of 3.7 and this represents generally good progress.</p> <p>Overall, 53% of pupils across KS1 and KS2 caught up with their peers during the year 2013 – 2014 and exited the programme.</p>	
<p>'Toe by Toe' Toe by Toe' – Intervention for 2 pupils in KS2 with dyslexic tendencies and struggling to make progress in spelling and have good reading and comprehension skills.</p>	<p><u>'Toe by Toe' Year 4 and Year 5 (2 pupils)</u></p> <p>These pupils made good progress in spelling and writing with an average APS in writing of 4.0. There is substantial evidence that pupils have increased their spelling scores in tests and have been applying spelling strategies learned on this programme in their writing in class.</p>	
<p>Language and Communication Programme 'Time to Talk' for 11 pupils struggling with basic language and communication skills, social interaction skills and language acquisition in Reception Class and Year 1.</p>	<p><u>Time to Talk Group Year R (Reception Class 6 pupils plus 1 additional pupil with significant SEN)</u></p> <p>Overall, the six pupils in Reception Class made an average of 4.8 sub bands progress in Language and communication throughout the year. This represents outstanding progress as the vast majority (83.3%) of pupils made at least 18 months progress.</p> <p>One additional pupil who has a significant speech, language and communication need made 2 sub bands progress throughout the year and this represents good progress from very low starting points.</p> <p><u>Time to Talk Group Year 1 (5 pupils)</u></p> <p>In Key Stage 1, impact is measured through pupils application of language to the core subjects and in particular, reading, writing and maths.</p> <p>Pupils made an average APS progress in reading of 4.6, in writing 4.4 and in maths 4.2. This represents good progress in all subject areas.</p>	

80% of pupils progressed from P Levels into Level 1 in one or more area (reading, writing and maths). This represents good progress.

	All Pupils	Free School Meals	Non-Free School Meals
Reading	4.6	5.0	4.0
Writing	4.4	4.6	4.0
Maths	4.2	4.3	4.0

Maths 1:1 Numbers Booster for 19 pupils in Y1 – Y6 who are struggling to retain or have gaps in basic number concepts.

Maths 1:1 Number Booster Year 1 – Year 6 (12 pupils)

In Year 1 (7 pupils). Three pupils from this group, who were working P levels at the start of Year 1, made progress into national curriculum level 1 and 66.6% of those pupils, made outstanding progress. The remaining one pupil from the P level group, made good progress into national curriculum level 1.

The average APS progress in maths of all pupils in Year 1 across the year was 4.5 and this represents good progress.

In Year 2 (2 pupils including 1 with complex SEN). 100% of pupils (2 pupils) made progress into national curriculum level 2. Both pupils had been working within P levels in Year 1 and received the same intervention this year further tailored to meeting their needs. The average APS progress in Maths of these pupils during year was 5.0. This represents very good progress.

In KS2 (4 pupils in Y3, Y4 and Y6)

As a result of slow progress in maths during the summer term 2013, these pupils were identified for additional support at the start of the academic year 2013 – 2014. 75% of these four pupils made an average APS progress of 4.0 and this represents good progress.

One pupil did not make any progress in maths across the year in terms of national curriculum levels. This pupil is to enter the Maths Catch Up programme in September 2014 and is expected to make accelerated progress, due to the success of the programme this year following its trialling with other pupils in Y4 and Y6.

Maths Catch-Up (trialled intervention to establish effectiveness) for 4 pupils, programme to support learners to catch up who are struggling with the development of key mathematical skills

Maths Catch Up Year 4 and Year 6 (4 pupils)

The intervention was trialled for its educational effectiveness following having identified a 'gap' in supporting pupils with difficulties retaining and learning mathematical concepts in the summer term of 2013.

The outcome of the trialling was highly successful and 100 % of pupils on the programme, made an average APS progress in Maths of 5.5. This represents outstanding progress. All of these pupils have significant learning difficulties, some are complex and in one pupil, a disability impacting on readiness for learning.

As a result of this success, the programme will be extended to a wider range of learners who continue to struggle with maths, particularly in Year 3, 4 and 5.

Reading level 5/6 Booster	<p>All 7 pupils in this booster group achieved Level 5 in Reading SATS.</p> <p>APS progress in Year 6 for pupils in this booster group is 5.1. All pupils made at least 2 sub-levels and 4 pupils made 3 or more sublevels progress.</p> <p>This represents outstanding progress.</p>	
Maths Level 5/6 Booster	<p>All 7 pupils in this booster group achieved Level 5 in Maths SATS. 4 pupils in this group achieved Level 6 in Maths SATS.</p> <p>APS progress in Year 6 for pupils in this booster group is 5.1. All pupils made at least 2 sub-levels and 4 pupils made 3 or more sublevels progress.</p> <p>This represents outstanding progress.</p>	

Area of Focus and Summary of Activity
<p>Minimising the impact of barriers to learning</p> <p>The school's pastoral support systems ensure mentoring, counselling and additional designated teaching assistant support to our most vulnerable pupils, removing barriers to their learning and minimising the impact on other learners.</p> <p>Actions here are often jointly agreed with outside agencies and are part of a multi-agency approach to support pupils to achieve and learn well in spite of difficult circumstances they may face which could otherwise affect their success at school.</p>

Specific Interventions	Summary of Impact	Cost
<p>Learning Mentor/ Attendance</p> <p>Learning Mentor's role in relation to attendance has been significantly expanded – this involves monitoring and tracking key pupils, liaison with the EWO, regular meetings with vulnerable families and pupils.</p>	<p><u>Learning Mentor / Attendance:</u></p> <p>This has remained a significant school priority over the past year following the Attendance strategy launched in Summer 2013. As a result of sustained work to improve attendance, the overall attendance figure is dramatically improved compared to the previous year: Attendance in 2012-13: 92.5% Attendance in 2013-14: 96.1%</p> <p>Analysis of key pupil groups shows that attendance has dramatically improved for key groups of pupils, including pupils in receipt of the Pupil Premium. No pupil groups have attendance below 95%.</p>	<p>Part of Inclusion for Achievement Team:</p> <p><i>(Targeted Pupil Premium Funding to focus on PP priorities)</i></p>

<p>Learning Mentor 1:1 Sessions Learning Mentor Supporting 13 vulnerable pupils with BESD at risk of exclusion or lacking confidence for learning from Y2-Y6.</p>	<p>The learning mentor has worked with 13 pupils (4 on a 1:1 basis and 10 pupils were supported in class) to support overcoming barriers to learning.</p> <p><u>In Y2(2 pupils)</u>, 100% of pupils started the year as 'children in need' and 50% were at risk of permanent exclusion. Pupils made an average of 4.0 APS progress in reading, writing and maths. Behaviours in class significant improved from the Autumn term 2013 - there was a 90% improvement in behaviours seen in class and around the school. This represents outstanding progress in terms of behaviour, exclusion rates and supporting vulnerable pupils to remain in education in a mainstream setting.</p> <p>Outside agency support continues to have good impact on outcomes for these vulnerable pupils.</p> <p><u>In Y4, Y5 and Y6 (11 pupils)</u>, 18% of pupils are 'children in need' and supported by children's social care. Two pupils have complex medical needs, impacting on their attendance in school and are supported by the Education Welfare Service and specific medical agencies alongside the Learning Mentor. One pupil has a significant disability affecting their social communication skills and learning capacity.</p> <p>As a group they made an average APS progress of 4.0 in all subjects and this represents good progress.</p> <p><u>In Year 6 (5 Pupils) all pupils reached age related expectations at the end of KS2</u></p> <table border="1" data-bbox="568 667 1153 944"> <thead> <tr> <th>Subject</th> <th>SATS Level 3 + (5 pupils)</th> <th>SATS Level 4 + (5 pupils)</th> <th>SATS Level 5 (5 pupils)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>80%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>80%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td>40%</td> </tr> </tbody> </table>	Subject	SATS Level 3 + (5 pupils)	SATS Level 4 + (5 pupils)	SATS Level 5 (5 pupils)	Reading	100%	80%	40%	Writing	100%	80%	0%	Maths	100%	100%	40%	<p>Part of Inclusion for Achievement Team:</p>
Subject	SATS Level 3 + (5 pupils)	SATS Level 4 + (5 pupils)	SATS Level 5 (5 pupils)															
Reading	100%	80%	40%															
Writing	100%	80%	0%															
Maths	100%	100%	40%															
<p>SaLT Groups (Speech and Language Therapy) for 10 pupils identified with a significant and specific speech and language difficulty impacting on their communication and learning. This interventions is supported by the school's visiting Speech and Language Therapist.</p>	<p><u>SaLT Groups Reception Class to Year 6 (10 pupils)</u></p> <p>In Reception class pupils made an average progress of 3 .8 sub bands in Communication and Language and this represents good progress.</p> <p><u>In Key Stage 1 pupils made the following progress in reading, writing and maths:</u></p> <p>Overall average APS progress for these pupils was 4.5, representing good progress and helping them to overcome the barriers they were facing to their learning.</p> <p><u>In Key Stage 2 pupils made the following progress in reading, writing and maths:</u></p> <p>In reading pupils made an average APS progress of 5.0 and this represents outstanding progress.</p> <p>In writing pupils made an average APS progress of 5.0 and this represents outstanding progress.</p> <p>In maths pupils made an average APS progress of 4.0 and this represents good progress.</p>	<p>Part of Inclusion for Achievement Team</p>																

Kids Company	<p><u>Kids Company:</u> 4 pupils receiving therapy from Kids Company in order to support motivation and engagement and support for their emotional wellbeing.</p> <p>All pupils made overall APS progress of at least 4.0 in each subject this year, representing good progress in spite of sometimes challenging personal circumstances.</p>	£6,000
School Journey (Year 6)	<p><u>School Journey</u> Pupil feedback about school journey is overwhelmingly positive about how it supports their team-work, confidence and growth as young people coming to the end of Primary School. As one Y6 pupil previously stated: <i>"I cried at parents evening, I didn't feel ready for the (SATS) test. Mrs Brown said you can grow your confidence in Dorset. I learnt teamwork and did scary stuff like abseil and by doing it I go more confident. And then I was more confident in myself when I did my next test."</i></p>	£3,000

Total Cost of additional support / interventions:	£127,416
Total Targeted Pupil Premium Expenditure:	£120,000 (Additional £7,416 funded by school)
Total Pupil Premium allocation:	£120,000

2014-15 Pupil Premium: Outline of Planned Expenditure

Using specialist or specific support to improve overall provision	<ul style="list-style-type: none"> ➤ Additional support from Deputy Head for NQTs and new teachers to ensure provision is at least good. Particularly, allocated time to support the teaching of reading. ➤ Additional support from Deputy Head in Year 6 to accelerate progress of targeted learners and disadvantaged pupils. ➤ Easter School in year 6 to accelerate progress in maths of targeted learners and disadvantaged pupils. ➤ AHT to train and deliver Let's Think Literacy Lessons in Year 6 to deepen learning in Literacy.
Securing the progress of targeted learners	<ul style="list-style-type: none"> ➤ Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. (specific pupils will be targeted in pupil progress meetings). ➤ Continuation of interventions with proven impact, including Reading and Maths 'Catch-Up' to ensure early intervention for any pupils falling behind in reading, including those pupils who did not pass phonics test at end of Year 2. ➤ Employment of agency TA with speech and language ➤ Deployment of Inclusion for Achievement Team based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including: <ul style="list-style-type: none"> ▪ Toe-By-Toe: Targeted at pupils with specific literacy difficulties and dyslexia in KS1 and KS2 ▪ Socially Speaking Groups: Targeted at pupils in KS1 and KS2 with SLCN and Social Communication

	<p>difficulties impacting on learning in core subjects.</p> <ul style="list-style-type: none"> ▪ Time to Talk Groups for pupils with lower than expected language and communication skills. ▪ Catch Up Literacy for pupils with specific literacy difficulties and struggling to read. ▪ Phonics Intervention for pupils who did not pass the national KS1 phonics test in Y1 and Y2. ▪ Precision Teaching Probe intervention for pupils who struggle with reading and spelling. ▪ Catch Up Maths for pupils, including SEN pupils, who are struggling with basic number skills and EAL pupils who require more structured mathematical language support as described by Gibbons (1991): 'The language of the playground is not the language associated with learning in mathematics'. ▪ Targeted handwriting and spelling programmes for pupils with fine motor control difficulties and specific literacy difficulties including dyslexia.
<p>Minimising the impact of barriers to learning</p>	<ul style="list-style-type: none"> ➤ Continued deployment of learning mentor to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance and to embed recently introduced systems. ➤ Investment in additional EWO support, as needed, to ensure attendance strategy is sustained, particularly targeting disadvantaged and vulnerable pupils.