

# White Court School



## Impact of Pupil Premium 2014-2015

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2014-2015

Pupil Premium 2014/2015	
Number of pupils eligible	67
Amount received per pupil	Service - £300 Looked After - £1,900 FSM - £1,300
Total Pupil Premium Grant received	£91,365

### Key Expenditure

Small group teaching	Maths	£28,000
	English	£25,000
Small group tuition	Maths	£4,000
	Grammar, punctuation, spelling	£8,000
Teaching Assistant hours	Year 6	£4,000
Well-being support	Active Kids	£2,000
	Emotional support	£ 800
Language Skills	Speech and Language	£2,850
Extending school support	Breakfast club	£2,000
	Clubs	£480
Enriching the curriculum	Residential trips	£5,230
	Educational visits	£3,789
Total		£86,149

### Key Objectives

1. To improve pupil outcomes through accelerated progress in Literacy and Mathematics
2. To provide social and emotional support to vulnerable pupils
3. To ensure that disadvantaged pupils are not disadvantaged educationally
4. White Court, all teachers aim to provide *Quality First Teaching*, meeting the needs of all individuals in their class. However, we will use Pupil Premium funding (identified below) to complement the work of a class teacher.

## Overview of Impact of Pupil Premium Plan 2014-2015

**Key Objective 1:** To improve pupil outcomes through accelerated progress in Literacy and Mathematics

### Attainment of Pupil Premium Pupils in each year group across the school

PP working at ARE or above									
	Reading %			Writing%			Maths %		
Yr group (no. of PP)	PP	Not PP	Difference	PP	Not PP	Difference	PP	Not PP	Difference
Yr F (4 pupils)	75	80	-5	25	62	-37	25	70	-45
Yr 1 (7 pupils)	43	84	-41	43	75	-32	57	75	-18
Yr 2 (6 pupils)	67	79	-12	17	71	-54	50	80	-30
Yr 3 (9 pupils)	78	88	-10	56	71	-15	67	73	-6
Yr 4 (9 pupils)	67	90	-23	67	72	-5	56	72	-16
Yr 5 (11 pupils)	64	86	-22	64	88	-24	64	86	-22
Yr 6 (16 pupils)	100	94	+6	88	89	-1	88	85	+3

PP working at ARE or above									
	Reading %			Writing%			Maths %		
Yr group (no.of PP not SEN)	PP not SEN	Not PP not SEN	Difference	PP not SEN	Not PP not SEN	Difference	PP not SEN	Not PP not SEN	Difference
Yr F (3 pupils)	100	95	+5	100	92	+8	100	99	+1
Yr 1 (5 pupils)	40	47	-7	0	53	-53	0	51	-53
Yr 2 (4 pupils)	100	82	+18	25	74	-49	75	83	-8
Yr 3 (6 pupils)	100	92	+8	67	76	-9	67	77	-10
Yr 4 (6 pupils)	100	93	+7	100	76	+24	83	76	+7
Yr 5 (9 pupils)	78	91	-13	78	94	-16	78	91	-13
Yr 6 (13 pupils)	100	100	0	85	95	-10	85	95	-10

#### **Key Points:**

2 pupils from Yr 2 left in July 2015 and are not included in this data.

There is a gap between Pupil Premium Pupils and Non Pupil Premium Pupils with the exception of Year 6. Pupils that receive Pupil Premium and are not SEN attain higher in Foundation in all areas but attain lower in all areas in Year 1 and significantly so in Writing and Maths. At Year 2 they attain higher in Reading but significantly lower in writing.

At KS2 Pupil Premium Children that are not Special Needs attain significantly higher in Writing at Year 4. In Year 5 they attain lower in all 3 areas.

**Progress of Pupil Premium Pupils in each year group across the school**

PP making expected or better progress in-year (5 or more steps/2 or more sub levels Yr2/Yr6)									
	Reading %			Writing%			Maths %		
Yr group (no. of PP)	PP	Not PP	Difference	PP	Not PP	Difference	PP	Not PP	Difference
Yr F (4 pupils)	50	61	-11	50	49	+1	25	67	-42
Yr 1 (7 pupils)	100	93	+7	57	76	-19	14	43	-29
Yr 2 (6 pupils)	100	89	+11	83	93	-10	100	94	+6
Yr 3 (9 pupils)	44	49	-5	78	66	+12	56	54	+2
Yr 4 (9 pupils)	33	8	+25	11	1	+10	11	1	+10
Yr 5 (11 pupils)	9	15	-6	0	4	-4	27	21	+6
Yr 6 (16 pupils)	88	71	-3	75	76	-1	81	81	0

**Key Points:**

The progress of Pupil Premium children is particularly good in Year 4 and there is no significant difference at Year 6.

Pupil Premium children in Foundation and Year 1 don't make as much progress as Non Pupil Premium children in Maths but each pupil is worth 25%.

PP making expected or better progress in-year (5 or more steps/2 or more sub levels Yr2/Yr6)									
	Reading %			Writing%			Maths %		
Yr group (no. of PP not SEND)	PP not SEN	Not PP not SEN	Difference	PP not SEN	Not PP not SEN	Difference	PP not SEN	Not PP not SEN	Difference
Yr R (3 pupils)	33	62	-29	33	49	-16	33	70	-37
Yr 1 (5 pupils)	100	94	+6	80	81	-1	20	44	-24
Yr 2 (4 pupils)	100	90	+10	100	95	+5	100	96	+4
Yr 3 (6 pupils)	33	47	-14	83	63	+20	50	51	-1
Yr 4 (6 pupils)	17	6	+11	17	0	+17	0	0	0
Yr 5 (9 pupils)	11	13	-2	0	2	-2	22	19	+3
Yr 6 (13 pupils)	77	71	+6	70	76	-6	85	84	+1

**Key Points:**

In Year 2 Pupil Premium pupils who were not SEN made more progress than Non Pupil Premium children that are not SEN in all three areas.

Pupil Premium Pupils also made more progress in Year 4 in English.

In Foundation Pupil Premium Pupils made significantly less progress in English and Maths,

## 2015 data for Disadvantaged Pupils\*

The gap for disadvantaged pupils in **KS2 (Yr6)** is getting smaller for Reading, Writing, GPS and combined. The trend is fluctuating for Maths over the 3 years. The cohort was 16 pupils and 19% were also high level SEND.

The gap for disadvantaged pupils in **KS1 (Yr2)** is showing a 3 year increasing trend but the cohort was only 8 pupils and 43% of the pupils were also high level SEND.

### Key Stage 2 – Average Points Score 3 year trend

*19% of the disadvantaged children were also SEN*

#### All subjects combined

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	9	27.2	10	28.8	16	28.4
Other Pupils	74	29.4	73	29.2	71	28.9
Within school gap		-2.2		-0.4		-0.5

3 Year trend = gap is getting smaller

#### Reading

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	9	27.7	10	28.8	16	29.6
Other Pupils	74	29.7	73	29.7	71	29.6
Within school gap		-2		-0.9		0

3 Year trend = gap is getting smaller

#### Writing

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	9	27	10	27.6	16	27.8
Other Pupils	74	29.9	73	28.9	71	28.9
Within school gap		-2.9		-1.3		-1.1

3 Year trend = gap is getting smaller

#### Maths

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	9	27	10	29.4	16	28.1
Other Pupils	74	28.9	73	29.1	71	28.6
Within school gap		-1.9		0.3		-0.5

3 Year trend = gap is fluctuating

#### Grammar, Punctuation and Spelling

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	9	27	10	28.2	16	29.3
Other Pupils	74	29.4	73	28.1	71	29
Within school gap		-2.4		0.1		0.3

3 Year trend = gap is getting smaller

## **Key Stage 1 – Average Points Score 3 year trend**

43% of the disadvantaged children were also high level SEN

### **All subjects combined**

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	7	15.1	7	14.6	8	12.5
Other Pupils	76	16.3	83	15.9	83	16.3
Within school gap		-1.2		-1.3		-3.8

3 Year trend = gap is getting larger

### **Reading**

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	7	15.6	7	15.3	8	13.8
Other Pupils	76	16.8	83	16.7	83	16.4
Within school gap		-1.2		-1.4		-2.7

3 Year trend = gap is getting larger

### **Writing**

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	7	14.1	7	13.6	8	11.5
Other Pupils	76	15.7	83	14.9	83	15.8
Within school gap		-1.6		-1.3		-4.3

3 Year trend = gap is getting larger

### **Maths**

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	7	15.6	7	15	8	12.3
Other Pupils	76	16.3	83	16.1	83	16.6
Within school gap		-0.7		-1.1		-4.4

3 Year trend = gap is getting larger

### **Year 1 Phonics Screening**

	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged	6	33%	6	71%	7	57%
Other Pupils	82	60%	84	93%	79	90%
Within school gap		27%		22%		33%

3 Year trend = gap is getting larger

### **Early Years Foundation Stage Profile outcomes**

% achieving a Good Level of Development

	2015	
	Cohort	School
Disadvantaged	4	25%
Other Pupils	78	58%
Within school gap		33%

*\*From 2015, disadvantaged pupils were defined as those pupils recorded as eligible for and claiming Free School Meals at any point in the last 6 years; or those pupils that have been looked after.*

**All data obtained from the school's 2015 RaiseOnline report.**

## Provision Map Including Actual Impact

Project / Activity	Predicted cost	Expected Impact	Actual Impact (Summer 2015)
<p><b>Well-being Support</b> Social Skills group as part of SPLAT group</p> <p>Two members of staff trained as Emotional Supporters</p> <p>Learning Mentor trained along with 3 members of staff receiving training as part of LDG.</p> <p>Active Kids All PP children are invited to attend Active Kids sessions during the week, before school.</p>	<p>£300</p> <p>£500</p> <p>£2,000</p>	<p>Social and emotional leaning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <ul style="list-style-type: none"> <li>• Strategies to manage feelings</li> <li>• Develop ways to manage social situations</li> </ul> <p>Children to develop social skills in a small group using a sporting context, including:</p> <ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Fair play</li> <li>• Increased confidence</li> </ul>	<p>All pupils showed increased confidence in the classroom and more independent in making decisions about their learning.</p> <p>Children supported by Learning Mentors showed an increase in progress and engagement in lessons.</p> <p>This gave the pupils a more positive start to the day and increased their confidence and enthusiasm for taking part in interactions with others.</p>
<p><b>Targeted Support</b> Learning Support Teachers employed for each year group to offer additional support for children who are entitled to Pupil Premium. Learning Support Teachers will track the performance of these children and monitor their progress. Set support in Year 6 from Deputy HED and SENCO</p> <p>12 week small group Tuition from teachers outside school day focus either maths, or reading/GPS One to One tuition for Child in Care</p> <p>Three Year 6 Teaching Assistants hours to support children</p> <p>Resources Purchase specific resources to support the</p>	<p>Teachers One session per week Yr 1,2,3,4,5, 6 £25,000 £28,000</p> <p>£13,000</p> <p>£750</p> <p>£4000</p> <p>£1250</p> <p>£1200</p>	<p>A Learning Support Teacher will give additional support for children in small groups and individual support. They will ensure the intervention is specific to the needs of the child, to close the individual's gaps.</p> <ul style="list-style-type: none"> <li>• Greater confidence to complete tasks</li> <li>• Increase engagement at school</li> <li>• Accelerated progress</li> <li>• Support the identified physical needs of individuals (OT advised)</li> <li>• Improve Mathematical understanding of concepts using resources to support application in class and at home</li> <li>• Develop comprehension and social skills</li> </ul>	<p>The gap for disadvantaged children in KS2 narrowed in Reading, Writing and GPS. In KS1 the gap widened but this was related to the large percentage of SEND within the cohort (43%).</p> <p>All children made 2.4 – 3.1Pts progress.</p> <p>Child achieved level 4 Maths and writing and level 5 Reading and GPS</p>

individual needs of PP children. Units of Sound programme – Dyslexia Action Two Laptops provided for children to support their learning	£1200		
<b>Communication skills</b> To support children with Communication Skills. The focus has been identified as part of the LDG.	£750	Two teachers trained to deliver Talkboost – an Intervention programme identified to deliver ‘good progress’ results for focused children. Talkboost resources bought and course delivered by LST and LSA in Foundation Stage, Year One and Year Two.	Very successful project in engaging children to develop their communication skills. It built confidence, vocabulary, sentence structure and social interaction skills. Analysis of data shows that in a comparison of base line/final assessment good progress has been made by all pupils. Teaching staff/TA training has increased knowledge of the development of communication skills.
	£1500	Two members of staff trained on Elkan Course for Speech and Language	
	£600	Black Sheep Press Narrative resource Packs bought to support the whole school with the development of Narrative which fits along with Whole School focus of Pie Corbett Talk for Writing.	Resources being used by teachers to support the teaching of narrative text.
	£550	10 licenses for Clicker 6 bought to support the learning of Children	Enabled children with fine motor difficulties to be more independent with writing and is a resource that is available to support in the classroom.
<b>Enriching the Curriculum</b> Funding for educational experiences, visits and swimming.	£900 + £300 swimming	Children experience opportunities to learn in a range of environments, supporting their learning at school.	Regular weekly 1:1 sessions have enabled children to become swimmers and to develop this important life skill
	educational visits/In-school experiences £2,389	Children will gain experiences which may not be otherwise be available to them.	Children took part in all activities
Financial support offered to PP families to support cultural development in a range of situations which families are unable to	£189 At the discretion of school.	Cultural growth of children to widen their experiences and interests, in order to close the deprivation gap.	Children are not disadvantaged from taking part in any activities which enrich their life experiences. Additional adults supported



access. For example, creative arts, music lessons, sporting activities and cultural and theatre visits.			children to be fully engaged in activities
<p><b>Staff Training</b></p> <p>Two members of staff trained as Emotional Supporters</p> <p>Learning Mentor trained along with 3 members of staff receiving training as part of LDG.</p> <p>Two teachers trained to deliver Talkboost</p> <p>Two members of staff trained on Elkan Course for Speech and Language</p> <p>CiC Conference attended by SENCo</p> <p>Narrow the Gap Conference attended</p> <p>Training, conferences and supply cover.</p> <ul style="list-style-type: none"> <li>• Pupil Premium focus</li> <li>• Directed needs of specific PP children</li> </ul>	£150	Develop staff understanding of speech and Language difficulties and the impact on children's learning.	<p>Staff increased knowledge, skills and expertise in both pastoral and educational areas.</p> <p>This knowledge was cascaded down to all teachers through staff training</p> <p>Increased understanding of the needs of CIC was shared during staff training</p>
<p><b>Extending School Support</b></p> <p>Subsidised residential trips in Years 5 and 6.</p> <p>Breakfast club places.</p> <p>Astara Football club</p> <p>Sport Active</p>	<p>£5,230</p> <p>Up to £800 per year, per child dependant on uptake and need.</p> <p>£480</p>	<p>Children are able to access the curriculum, as the residentials form part of the Science and Geography topics.</p> <p>Children are able to develop their independence and social skills.</p> <p>Families are able to extend the school day.</p> <p>Children start the day in a positive way and have had a healthy breakfast.</p>	<p>All disadvantaged children attended the school Journeys in Year 5 and 6</p> <p>Children did show that they benefitted from the positive start to the school day which was reflected in their attitude to learning.</p> <p>Children had opportunity to enjoy clubs that they would not have been able to access.</p>

Total expenditure - £91,038

\*Expected Impact is based on research by the Sutton Trust.