

# The Pupil Premium 2014-15

## Lawn Primary School

### **What is it?**

*The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that are in care or adopted and children whose parents are currently serving in the armed forces.*

### **Why has it been introduced?**

*The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium and the impact it is having.*

For the financial year **April 2014 to March 2015** our school has received **£59,825**. The percentage of our pupils known to be eligible for free school meals is: **10.9%** The national percentage is **26.6% (Primary) and 28.2% (Secondary)**. This figure has grown since 2013 where it was 7.8%.

### **During 2013- 2014 we used the Pupil Premium in the following ways:**

- Extend the hours of our Learning Mentor so she has more time to spend on supporting vulnerable pupils and improving their outcomes
- Small group tuition
- Extra tuition - school booster sessions
- Targeted TA support in specific year groups
- Support for children to go on residential visits
- To provide resources to support after school nurture club 'Comet Club'
- To fund HLTAs to run the Comet Club

### **This year we plan to use the Pupil Premium as follows:**

- Extend the hours of our Learning Mentor so she has more time to spend on supporting vulnerable pupils and improving their outcomes
- Small group tuition and 1:1 tuition
- Extra tuition - school booster sessions
- Targeted TA support in specific year groups
- Support for children to go on residential visits
- Uniform costs
- To provide resources to support after school nurture club 'Comet Club'
- To fund HLTAs to run Comet club
- Fund school trips for Vulnerable children

## Impact of the Pupil Premium:

Measure	2013			2014			National 2014	
	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged
<b>Key Stage 2:</b>								
L4+ combined (M,R, & W)	83%	91%	8%	86%	95%	9%	67%	83%
L4+ Grammar, punctuation & spelling	67%	88%	21%	43%	89%	46%	66%	81%
L4+ in Reading	100%	98%	-2%	86%	100%	14%	82%	92%
L4+ in Maths	83%	94%	11%	86%	100%	14%	78%	90%
L4+ in Writing	100%	100%	0	86%	95%	9%	76%	89%
L5+ combined (M,R & W)	17%	33%	16%	14%	46%	32%	12%	29%
L5+ in Reading	83%	52%	-31%	57%	81%	24%	35%	56%
L5+ in maths	33%	46%	13%	29%	67%	38%	28%	48%
L5+ in Writing	50%	63%	13%	14%	54%	40%	20%	39%
Average point score combined M,R &W	29.0	30.2	1.2	28.7	31.3	2.6	27%	29.4
Average point score in G,P & S	28.0	30.0	2.0	25.3	30.9	5.6	26.9	29.4
Average Point Score in Reading	32.0	30.1	-1.9	28.7	31.8	3.0	27.5	29.7
Average Point Score in Writing	30.0	31.3	1.3	27.0	29.9	2.9	26.2	28.6
Average Point Score in Maths	27.0	29.8	2.8	29.6	31.7	2.1	27.2	29.8
Expected progress in Reading	100%	89%	-11%	86%	100%	14%	88%	92%
Expected progress in Maths	100%	93%	-7%	86%	100%	14%	85%	91%
Expected progress in Writing	100%	100%	0%	86%	98%	12%	90%	94%
<b>Key Stage 1:</b>								
Phonics screening check	67%	79%	13%	75%	80%	-5%	63%	78%
Phonics Y2	100%	100%	0	100%	92%	8%	60%	70%
Average point score for all subjects	16.5	17.3	0.8	17.1	17.1	0	14.6	16.4
APS for reading	17.6	18.0	0.4	18.2	17.6	0.6	15.0	17.0
APS for writing	16.1	16.8	0.7	15.4	16.4	-1.0	13.7	15.6
APS for maths	15.9	17.2	1.3	17.6	17.4	0.2	15.0	16.7
<b>Primary Attendance:</b>								
% sessions missed	4.2%	3.8%	0.4%	4.4%	3.3%	1.1%	5.1%	3.3%
Persistent absence (15% missed)	1.8%	1.1%	0.7%	2.4%	0.9%	1.5%	5.6%	1.7%

### Comments:

Disadvantaged pupils' attainment and progress, in nearly every measure this year, is either in line or higher than that of their peers nationally. The percentages in the table above need to be seen in the context of the actual numbers of children in each cohort. In 2013 there were 6 disadvantaged pupils at KS2. This year there were just 7 disadvantaged children at KS2. Large variances in percentages can arise out of small numbers in the group. For example, the data above shows that 86% of disadvantaged pupils made expected progress in Writing. This percentage appears low when compared to the number of non-disadvantaged pupils making expected progress. In pupil terms, though, 6 out of the 7 children made expected progress.