



Yarm Primary School

Pupil Premium Statement 2014 - 18

Presented to Governors - September 2017
Review - Autumn 2018

Pupil Premium Plan & Review for 14/15

The pupil premium Grant that we had been allocated for 2014/15 was £46,400.
This is the summary of how it was spent:

Funding towards Summer School, to support anxiety around transition and to extend learning across the holidays	£6,000
Funding towards counselling, through Alliance psychological services and beyond the allocation for the whole school provision	£5,400
A programme of 1-to-1 tuition to focus on the children not making expected progress in maths	£6,000
Fund for clothing, trips and transport; including any costs linked to enhanced transition or increased staffing levels	£6,000
To part fund the interventions initiatives, involving monitoring, evaluation processes and direct support	£23,000
TOTAL	£46,400

Evaluation

This group was 9.7% of the school population, which is considered to be significantly lower than both local and national figures.

With reference to the cohort:

26% attended Summer school.

29% have recently accessed/are accessing therapeutic support in school.

29% have received support through the intervention team.

32% are also part of the SEN cohort.

Data shows us that in the cohort in Key stage 1 (statistically small cohort) pupils are achieving nationally expected standards in reading, and the vast majority across all areas – which is a significant improvement from 13/14 and evidenced through the Year 2 lesson study.

In Key stage 2 (15% of the Y6 cohort) the % of pupil premium pupils making expected progress in Reading and Writing was greater than the non-PP cohort. The rates of progress in maths were comparable. PP pupils made greater accelerated progress in Reading however made less than non-PP pupils in writing and maths.

In addition to supporting intervention in school, the funds were successful in allowing inclusion in non-residential and residential visits and in supporting effective transition through summer school; as evidenced in pupil's engagement and behaviour for learning in September.

Staff are aware of all vulnerable groups within their year group cohorts and an increased emphasis is given to cohort identity in setting targets; designing the curriculum and assessment as evidenced through the development of year group causal chains (which support effective transition).

Plan for 15/16

Funding towards Summer School, to support anxiety around transition and to extend learning across the holidays	£7,700
Funding towards counselling, through Alliance psychological services and beyond the allocation for the whole school provision; Speech & language costings and additional Educational Psychologist sessions.	£5,565
Resources to support initiatives directly linked to the cohort	£2,037
Fund for trips and transport; including any costs linked to enhanced transition or increased staffing levels (this includes a figure of £500 for clothing and food)	£6,000
To part fund the interventions initiatives, involving monitoring, evaluation processes and direct support.	£24,815
Resources linked to interventions.	£4,183
TOTAL	£50,300

Evaluation

This group was 9.7% of the school population, which is considered to be significantly lower than both local and national figures.

With reference to the cohort:

33% attended Summer school.

40% have recently accessed/are accessing therapeutic support in school.

35% have received support through the intervention team.

32% are also part of the SEN cohort.

Data shows us that in 2016 progress was above expected in all areas, across the whole cohort and accelerated in KS2 Writing.

Progress for this cohort in KS1 was in line with non-dp, with a similar picture in KS2 with the exception of Writing where dp outperformed their non-dp peers.

In KS2 our disadvantaged pupils cohort although relatively small (13%) was higher than in previous years. In Reading this group performed better than non-dp by 12%. In Writing there was a discrepancy of 12% (1 pupil) and 21% in Maths (3 children). GPS was in line with non-dp. There was a 4% gap in combined scores (less than 1 child).

In KS1 the size of the cohort for disadvantaged pupils, whilst below national averages is higher than in previous years. This cohort did not perform as well as their peers and now form a focus group for the Y3 team.

In addition to supporting intervention in school, the funds continued to be successful in allowing inclusion in non-residential and residential visits and in supporting effective transition through summer school; as evidenced in pupil's engagement and behaviour for learning in September.

Staff are aware of all vulnerable groups within their year group cohorts and there is increased expectation around inclusion on causal chain, through progress and standards meetings.

Funding towards Summer School, to support anxiety around transition and to extend learning across the holidays	£10,000
Funding towards counselling, through Alliance psychological services and beyond the allocation for the whole school provision; Speech & language costing and additional Educational Psychologist sessions.	£8,500
Resources to support initiatives directly linked to the cohort, including interventions.	£2,800
Fund for trips and transport; including any costs linked to enhanced transition or increased staffing levels (this includes a figure of £500 for clothing and food)	£6,000
To part fund the interventions initiatives, involving monitoring, evaluation processes and direct support.	£24,200
TOTAL	£51,500

Plan for 16/17

Evaluation

This group was 8.87% of the school population, which is considered to be significantly lower than both local and national figures.

With reference to the cohort:

67% had access to Summer school.

24% have recently accessed/are accessing therapeutic support in school.

58% have received support through the intervention team.

36% are also part of the SEN cohort.

In KS2 the number of disadvantaged pupils in our cohort achieving the expected standard or above was higher than the national average in all areas. In our cohort the dp outperformed non-dp in the combined Reading, Writing and Maths indicator. The number of disadvantaged pupils achieving the expected standard had increased in both Writing and Maths compared to the previous years data. There was a discrepancy in Reading of 14%. A greater number of dp children achieved the higher standard in Writing, SPAG and combined scores compared to non-dp. There was a discrepancy in Reading of 10%.

In KS1 the size of the cohort for disadvantaged pupils is below national average with 6 pupils. The cohort did not perform as well as their peers and now form a focus for the Y3 team.

In addition to supporting intervention in school, the funds continued to be successful in allowing inclusion in non-residential and residential visits and in supporting effective transition through summer school; as evidenced in pupil's engagement and behaviour for learning in September.

Staff are aware of all vulnerable groups within their year group cohorts and expectations around the reporting of disadvantaged pupils has increased and this will continue to be a focus.

Plan for 17/18
Estimated Pupil Premium

Funding towards Summer School, to support anxiety around transition and to extend learning across the holidays	£10,000
Funding towards counselling, through Alliance psychological services and beyond the allocation for the whole school provision; Speech & language costing and additional Educational Psychologist sessions.	£7,600
Resources to support initiatives directly linked to the cohort, including interventions.	£2,000
Fund for trips and transport; including any costs linked to enhanced transition or increased staffing levels (this includes a figure of £500 for clothing and food)	£5,000
To part fund the interventions initiatives, involving monitoring, evaluation processes and direct support.	£17,500
TOTAL	£42,100

The cohort in September is 9.3% of the pupil number.

Evaluation (17/18):

This group was 9.3% of the school population, which remains lower than both local and national figures.

With reference to the cohort:

74% had access to Summer school.

33% have recently accessed/are accessing therapeutic support in school.

58% have received support through the intervention team.

36% are also part of the SEN cohort.

In the phonics screening, the dp cohort outperformed their non dp peers, with 100% achieving the standard.

In KS1 the size of the cohort for disadvantaged pupils is below national average with 4 pupils. The cohort did not perform as well as their peers in English and now form a focus for the Y3 team.

In KS2 the number of disadvantaged pupils in our cohort (a group of 6) achieving the expected standard in Reading was below at the expected level and above at greater depth. In Writing attainment for the dp cohort was in line with national standards. In Maths attainment was above at expected and greater depth standards, when compared to national dp cohort.

In addition to supporting intervention in school, the funds continued to be successful in allowing inclusion in non-residential and residential visits and in supporting effective transition through summer school; as evidenced in pupil's engagement and behaviour for learning in September.

Staff are aware of all vulnerable groups within their year group cohorts and expectations around the reporting of disadvantaged pupils has increased and this will continue to be a focus.

Plan for 18/19

Estimated pupil premium

Funding towards Summer school, to support anxiety around transition and to extend learning across the holidays.	10,200
Funding towards counselling, through Alliance psychological services and beyond the allocation for the whole school provision; Speech & language costing and additional Educational Psychologist sessions.	8,000
Resources to support initiatives directly linked to the cohort, including interventions.	2,100
Fund for trips and transport; including any costs linked to enhanced transition or increased staffing levels (this includes a figure of £800 for clothing and food)	5,100
To part fund the interventions initiatives, involving monitoring, evaluation processes and direct support.	19,500
Support for families with music tuition	800
TOTAL	£45,700