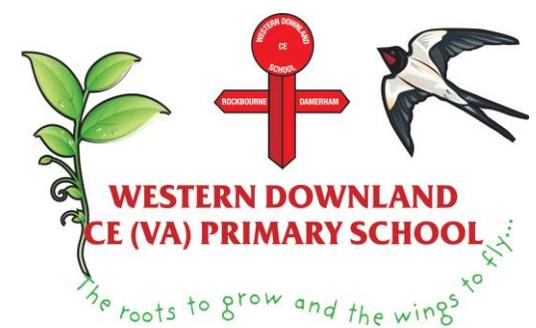


Pupil premium grant expenditure: Report on 2013-14 expenditure

Each year, Western Downland Primary receives an additional amount of money directly from Central Government. This is commonly known as the 'Pupil Premium'. Read below to see how we have used this money.



What is the Pupil and Service Children Premium?

The **Pupil Premium** was introduced in April 2011 and is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) and children who have been looked after continuously for more than six months. Since 2012, the Government has widened the coverage of the Premium to include those eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). The funding is intended to raise achievement and improve outcomes for these children. **See below if you think you may be eligible for registering your child for this funding.**

The **Service Children Premium** is intended to support children's emotional and social well-being. The Service Children Premium includes children whose parent has left the service up to three years ago, known as Ever 3. Please inform the school if one parent is in the services or has been in the last three years.

Schools are free to spend the Pupil and Service Children Premium as they see fit, since it is recognized that they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. From September 2012, schools have been required to publish information about how they have used the Premium and the impact it has had. This is to ensure that parents and others are fully aware of the attainment of pupils covered by the Premium. The information should include:

- The level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
- How the school has spent the pupil premium and why it has decided to spend it in the way it has
- Any differences made to the learning and progress of pupils eligible for the pupil premium as shown by performance data and evidence.

What funding has Western Downland Primary school received?

At Western Downland Primary School

- we ensure that teaching and learning opportunities meet the needs of all of the children.
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our key objective in using the Pupil Premium Grant is to **narrow the gap between pupil groups**. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in English and Mathematics.

Together with data from the careful tracking of children's progress, we have used existing researches and publications (including those from the OFSTED Good Practice series and findings of studies undertaken by the SUTTON TRUST) to enable us to make decisions relating to provision.

Financial Year	No. of pupils qualifying	Amount per pupil	Total Amount	as % of main budget allocation
2011/2012				
Free School Meals/Looked After Children	7	£488	£3,416	0.54%
Service Children	5	£200	£1,000	0.16%
Total			£4,416	
2012/2013				
Free School Meals/Looked After Children	11	£623	£6,853	1.10%
Service Children	5	£250	£1,250	0.20%
Total			£8,103	
2013/14				
Free School Meals/Looked After Children	12	£953	£11,436	%
Service Children	4	£300	£1,200	%
Total			£12,636	
2014/15				
Free School Meals/Looked After Children	12	£1,300	£15,600	%
Service Children	3	£300	£900	%
Total			£16,500	

SUMMARY OF PUPIL & SERVICE PREMIUM FUNDING ALLOCATION FOR WESTERN DOWNLAND PRIMARY SCHOOL

Are you eligible for Free School meals?

You can now check your eligibility for FSM. There is a self-service option available at www.hants.gov.uk/caterers/hc3s-freeschoolmeals

For this online service, all you need to do is enter your name, National Insurance number or Asylum number, address and your child's details. Then press *submit* and find out if you are eligible. If the results come back *found*, this means your child is eligible for FSM and the system automatically tells the school. You no longer have to find the paperwork and go into school to get it checked. Please do not hesitate to contact the school if you would like further advice.

How has our school used the funding to raise achievement and improve outcomes for children?

Planning and evaluation Pupil Premium Academic Year 2013-14

Amount of Pupil Premium £13171

Amount of Service Children premium £1074

Total: £14,245

Used for	Amount allocated £	New or continued	Summary of intervention/action	Intended Outcomes	Monitoring & Success Criteria	Impact
Educational Psychologist additional support	£800 (<i>school budget adding £800</i>)	Continued	To continue training programme of teachers and LSA's in specific areas of educational, emotional and behavioural needs.	To improve staff knowledge and confidence in recognising particular needs and implementing a range of intervention strategies in order to help children 's learning.	By SENCO and LT -Review of summary intervention sheets & planning sheets	Progress by FSM pupils in all subjects is at least good and attainment is within age-related expectations unless the child also has Special Educational Needs/ another vulnerability that has impacted on their progress. Internal data provides evidence that the school is closing the gap for individuals.e.g.in reading, children in one year group have moved from achieving below to above their peers.Half-termly tracking of progress enables intervention in the earliest possible time and match children's needs with specific provisions/ interventions.
Educational visit support (Including residential) + other enhancements e.g. clubs	£600	Continued	Ensuring FSM children are able to participate in all educational visits/residential.	FSM children are ensured equal access to enrichment experience. To provide social as well as educational opportunities for children to enjoy and benefit by.	By the HT and governors -monitor clubs attendance -monitor that costs of residential/visits is not stopping some children from taking part	-Increased expertise of TA's and Teacher's to better equip staff to meet individual needs e.g. training on 1 st Class in Number & autism. The use of Pupil Premium funding for training and resourcing First Class in Number has resulted in significant improvement in progress of children in Mathematics (some children making more than 2 years gain within the 10 week period). Increasing the ELSA support has ensured that the most emotionally vulnerable children have been well supported.
Training of additional LSA's at KS1 & 2 in 1st Class@ number programme at KS2- costs of training + additional LSA time.	£1500- training (x2staff) £1200 staffing costs £500 resources	Continued & developing	To continue the success of the intervention programme for maths at KS 1 into KS2.	Underachieving children in maths make more rapid catch-up. Reduced achievement gap.	By HT and Maths Subject Leader -attainment and progress of groups in maths- achievement gap should be reduced/not evident	The use of Pupil Premium funding for training and resourcing First Class in Number has resulted in significant improvement in progress of children in Mathematics (some children making more than 2 years gain within the 10 week period). Increasing the ELSA support has ensured that the most emotionally vulnerable children have been well supported.
ELSA support costs (time + training)	£830- training (x2 staff) £1000- staff costs	Continued & developing	To enable continued development of expertise of ELSAs in order to best support children (focus on issues to best support children with absent parent);	Children are emotionally ready to learn and rate of learning is not slowed by emotional vulnerability	By HT & SENCO -review termly ELSA reports- impact on children's learning attitudes and behaviours	The funding has also allowed us to ensure that vulnerable/socially deprived children are not excluded from a range of curriculum enrichment activities, which proved successful in developing children's confidence, and in boosting self-esteem. E.g. residential visits, participating in school clubs where charged.
Additional intervention support & resources	£3500 staffing £500 resources	new	Additional staffing time to implement interventions at KS1 e.g. Project X for reading & writing Ensuring effective materials available aimed at raising standards.	To ensure any children falling behind in reading/writing make more rapid catch up	By HT & SENCO -monitor progress made of children receiving intervention	
Provide small group work/1:1 with an experienced teacher	£3000	new	Building on the success of 1:1 intervention, to give additional experienced teaching time to small groups/individuals	To ensure any children falling behind make more rapid progress including able pupils reaching L5	By HT -review pupil progress of children receiving support	
Develop teacher's effective use of AfL (Sutton Trust)	£800 (<i>School budget adding £2000</i>)	new	Staff training (both from expert Dylan William & internal paired practice development)	To ensure teachers use effective AfL to maximise pupil progress	By HT & LT -review quality of feedback/ marking & how used to inform planning	

How has our school used the funding to raise achievement and improve outcomes for children?

Planning Pupil/Service Premium Academic Year 2014-15

Amount of Pupil Premium £13,432

Amount of Service Children premium £900 (E)

Used for	Amount allocated £	New or continued	Summary of intervention/action	Intended Outcomes	Monitoring & Success Criteria	Impact
Educational Psychologist additional support	£800 (<i>school budget adding £800</i>)	Continued	To continue training programme of teachers and LSA's in specific areas of educational, emotional and behavioural needs.	To improve staff knowledge and confidence in recognising particular needs and implementing a range of intervention strategies in order to help children 's learning.	By SENCO and LT -Review of summary intervention sheets & planning sheets	
Educational visit support (Including residential) + other enhancements e.g. clubs + resources e.g books from travelling book fair.	£600	Continued	Ensuring FSM children are able to participate in all educational visits/residential.	FSM children are ensured equal access to enrichment experience. To provide social as well as educational opportunities for children to enjoy and benefit by.	By the HT and governors -monitor clubs attendance -monitor that costs of residential/visits is not stopping some children from taking part	
Continued training of LSA's at KS1 & 2 to expand their knowledge and capabilities with supporting a wide range of learning needs + continued additional LSA time.	£1000- training costs £1200 staffing costs £500 resources	Continued & developing	Continued training of LSA's to expand their knowledge and capabilities in identifying and meeting children's individual learning needs.	Under-attaining children make more rapid catch-up to enable them to keep up with new expectations. Reduced achievement gap.	By HT and Maths Subject Leader -attainment and progress of groups in maths- achievement gap should be reduced/not evident	
ELSA support costs (time + training) (also to support emotional well being of service premium children or other combined vulnerability.	£830- training (x2 staff) £1000- staff costs	Continued & developing	To enable continued development of expertise of ELSAs in order to best support children (focus on issues to best support children with absent parent);	Children are emotionally ready to learn and rate of learning is not slowed by emotional vulnerability;-	By HT & SENCo -review termly ELSA reports- impact on children's learning attitudes and behaviours	
Additional intervention support & resources including use of standardised tests to support assessment of progress with no NC levels	£3500 staffing £500 resources	Continued & developing	Additional staffing time to implement interventions e.g. Project X for reading & writing Ensuring effective materials available aimed at raising standards.	To ensure any children falling behind in reading/writing are helped to keep particularly in light of new curriculum expectations.	By HT & SENCo -monitor progress made of children receiving intervention -implementation of new progress indicators	
Provide small group work/1:1 with an experienced teacher	£3000	continued	Building on the success of 1:1 intervention, to give additional experienced teaching time to small groups/individuals	To ensure any children falling behind make more rapid progress including able pupils to reach mastery.	By HT -review pupil progress of children receiving support	
Develop teacher's effective use of AfL (Sutton Trust)	£500 release time of teachers to support colleagues in house	continued	Staff training in house using expertise of experienced staff with new to build depth and quality of feedback.	To ensure teachers use effective AfL to maximise pupil progress	By HT & LT -review quality of feedback/ marking & how used to inform planning	

Total: £14,332 (E)

Implications for Governors

In September 2012, Ofsted published a report on a survey carried out to find out how schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils. (Reference no:120197). This report gave the following recommendations:

- School leaders, including Governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for free school meals where pride, stigma or changing circumstances act as barriers to its take up.
- Local authorities should ensure that there is greater consistency and transparency in the way in which the Pupil Premium is allocated to non-mainstream schools.
- Ofsted should continue to evaluate the use of Pupil Premium funding schools to ensure that they are focusing it on disadvantaged pupils and using it effectively.
- If schools do not target Pupil Premium money effectively, then government should consider ring fencing, payment linked to outcomes, or other mechanisms to improve its use.