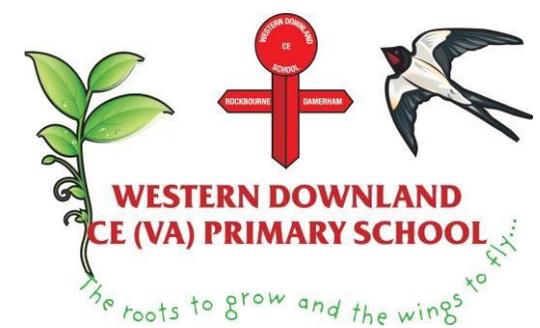


Pupil premium grant expenditure: Report on 2014-15 expenditure

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.

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

Financial Year	No. of pupils qualifying	Amount per pupil	Total Amount
2012/13			
Free School Meals/Looked After Children	11	£623	£6,853
Service Children	5	£250	£1,250
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	£1,323	£15,876
Service Children	3	£300	£900
Total			£16,776
2015/16			
Free School Meals/Looked After Children	14	£1,320	£18,480
Service Children	3	£300	£900
Total			£19,380

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?

Pupil/Service Premium Academic Year 2014-15

Amount of Pupil Premium £16,796

Amount of Service Children premium £900

Used for	Amount allocated £	New or continued	Summary of intervention/action	Intended Outcomes	Monitoring & Success Criteria	Impact
Educational Psychologist additional support	£1200 (<i>school budget adding £400</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	Data showed that of the 14 Pupil Premium children, 13 made good or better progress. Attainment of children in Yr 1,3 4 and 5 against the new increased expected standard this year was lower as there is a period of catch up for all children in meeting the requirements of the new curriculum. Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in writing & mathematics. The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing & mathematics. There were no disadvantaged children in the end of KS2 data for this year. A new tracking system was introduced for closer monitoring of disadvantaged and vulnerable children. This has helped to match needs and resources more effectively.
Educational visit support (Including residential) + other enhancements e.g. clubs + resources e.g. books from travelling book fair.	£866	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	Training continues to show significant positive impact on teachers and LSA's practice e.g. increased awareness of specific learning and emotional needs from the EP training has meant children are more accurately and rapidly identified for the correct support or intervention (as shown in the summary intervention data.)
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 £2500 staffing costs £900 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	The increased ELSA support has benefitted the emotional well-being of an increased number of vulnerable children.
ELSA support costs (time + training) (also to support emotional well being of service premium children or other combined vulnerability.	£830- training (x2 staff) £2000- 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	Phonics resources were improved at the infant site together with a significant increase in banded "real books" to support children's development and enjoyment of reading.
Additional intervention support & resources (including use of standardised tests to support assessment of progress with no NC levels)	£2500 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	The increased LSA support for focused groups and individual precision teaching enabled those children to make very good progress.
Provide small group work/1:1 with an experienced teacher	£4000	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	

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

Planning Pupil/Service Premium for Academic Year 2015-16

Amount of Pupil Premium £18,480 (E)

Amount of Service Children premium £300 (E)

Used for	Amount allocated £	New or continued	Summary of intervention/action	Intended Outcomes	Monitoring & Success Criteria	Impact
Educational visit support (Including residential) + other enhancements e.g. clubs + resources e.g books from travelling book fair; school uniform support. & transport to school (support attendance)	£1,200	Continued + developing	Ensuring FSM children are able to participate in all educational visits/residential & have access to the wide range of clubs/activities offered. -offer payment of uniform (start Sept 2015)	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/enrichment 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 to support closing the gap, particularly with increased demands of the new curriculum.	£2,500- training costs (including SLA with EP) £3,000 staffing costs £500 resources	Continued & developing	-continued training of LSAs by EP e.g. on Growth Mindset. -training of 1 TA to HLTA standard -TA & teacher training for delivering "Success in Arithmetic" programme; -Focused interventions/support -1:1 pupil support	- improved skills and knowledge of staff -Effective intervention delivery & targeted teaching -appropriate level of support for children with complex needs.	By HT & SENCo - monitor progress made of children receiving intervention -implementation of new progress indicators.	
ELSA support costs (time + training) (also to support emotional well being of service premium children or other combined vulnerability.	£900- training (x2 staff) £2000- 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	
To ensure any children falling behind in reading/writing are helped to keep up, particularly in light of new curriculum expectations	£500 staff release £3,500 resources £720 external adviser	Continued & developing	-provision of quality reading texts, resources to support phonics (R,W,Inc), No nonsense spelling programme, -External support time for CPD on reading, spelling & English planning	Under-attaining children make more rapid catch-up to enable them to keep up with new expectations. Reduced achievement gap.	By HT & SENCo -monitor progress made of children receiving intervention -improved quality of reading texts that children can take home and enjoy.	
To ensure any children falling behind in mathematics are helped to keep up, particularly in light of new curriculum expectations	£1,700 (Maths No Problem training & LA Maths adviser. + resources.)	New	Implementing a CPA approach (use of concrete resources /manipulatives) as Singapore maths model & developing teacher's understanding of teaching maths reasoning & mastery. Staff training.	To ensure any children falling behind make more rapid progress to reach mastery & that manipulatives and visual representations are used to secure deep understanding.	By HT and Maths Subject Leader -attainment and progress of groups in maths- achievement gap should be reduced/not evident.	
Provide small group work/1:1 with an experienced teacher	£1500	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	By HT -review pupil progress of children receiving support	
Effective use of Assessment for Learning. & meta-cognition and self-regulation (growth mindset thinking/ learning values)	£500 release time of teachers for collaboration & support colleagues in house	continued	Developing & promoting learning to learn strategies, particularly focused on developing a growth mindset.. -developing understanding of growth mindset and meta-cognition with parents.	To ensure teachers use effective AfL to maximise pupil progress -consistency in use of growth mindset/learning values talk and culture.	By HT & LT -review quality of feedback/ marking & how used to inform planning. - evidence from observations and learning environment of learning to learn/growth mindset culture.	

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.