



Upton Westlea Primary School

Final Pupil Premium Report 2015/2016

The Government introduced the Pupil Premium Grant (PPG) in April 2011. This grant, which is additional to main school funding, is seen by the Government as the best way to address the current underlying inequalities between identified groups of children.

The Pupil Premium Grant provides funding for two policies:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and

- Supporting children and young people with parents in the regular armed forces.

The PPG per pupil for 2015-2016 was as follows:

The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Statistics - 2015-16 Allocation based on the January 2015 census:

Category	No. of Pupils	Amount per pupil (£)	Allocation (£)
Ever 6 - FSM	56	1,320	73,920
Ever 5 - Service Children	26	300	7,800
Post - LAC (adopted from care)	2	1,900	3,800
			85,520

The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Upton Westlea Primary School, we support all our pupils, by:

- Providing high quality classroom teaching supplemented by interventions to support vulnerable children (this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed) as and when required.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- There is a higher than average amount of Forces children who attend the school from the nearby Dale Camp. These children are monitored through the Pupil Premium register and at Pupil Progress meetings.



- 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including Pupil Premium.

Provision

Strategy and EEF impact figure	Outcomes and Impact	Continue or Discontinue
TA's in class (EEF +1 Month)	Improved support during lessons, increased confidence and social skills. Learning walks highlight support must be linked to independence.	C
Targeted Interventions based on Gaps in Learning	Regular (half-termly) pupil progress meetings which tailor support where children need it focusing on gaps in learning.	C
One to One Support TA (EEF +5 months)	Targeted at children who are well below age related progress. Consistent regular support. Regular discussions with teacher to support learning in the classroom.	C
Early Years Interventions (EEF + 6 months) Elklan, Well Comm, LOLA, Phonics	Reduce gaps based on early intervention, regular and daily over learning.	C
Learning Mentor -Behaviour Interventions, Nurture Groups (EEF +4 months) Sensory Room/time with Learning Mentor for Vulnerable children	Working with individual children and their families to overcome barriers to success. Support based on children's emotional well-being, effective learning through promoting positive behaviour and encouraging good attendance . Improved confidence, motivation and children have more chance of success. Focused on social and emotional aspects of	C Can be difficult to evaluate these interventions.



	learning to support academic achievement.	
Extending school time (EEF +2 months)	Children are ready to learn and time used to improve key skills.	C
Phonics training (EEF +4 months)	Training has been successful in raising the attainment of pupils with the Year 1 phonics test results for 11/12 of the PP children passed.	C
Homework club (EEF +2 months)	Effective parental involvement and good quality homework, which has been built upon within school, has been the focus.	C
Horse Riding (EEF + 3 months)	Wider outcomes (communication, self-confidence, resilience, perseverance) for the children diagnosed with Autism which includes PP children in Eden.	C
Small group tuition/Booster groups(EEF + 4 months)	Targeted to meet individual children's needs. Led by teaching staff who focused exclusively on small groups of learners.	C

Breakdown of Pupil Premium - July 2016

Detailed in the table below is how school has spent the PP money for 2015-16.

Non-Staffing		Staffing	
Attendance Awards (WH Smiths 11 x 6 half terms x £10)	660.00	Full year from Sept - August Intervention support	19,443.96
Development of the sensory room to provide a place of respite for our most vulnerable children.	1500.00	Learning Mentor / Family Support Worker from Sept - Aug	20,585.88
ELSA Training plus supervision visits	650.00	ELKLAN TA Early Years	13,257.89
From Jan 2016 Breakfast club for PP children (approx. 100p.m.)	700.00	KS2 Booster groups for Spring Term DS (1 session pw - Writing), VF (1 session pw - Maths) JR (2 sessions pw Reading, Lower Maths) CH (1 session pw - Maths) (48 sessions)	533.00 416.00 1245.00 217.00
Assessment of KC, EMc for Dyslexia	550.00		
Beat Dyslexia Training - JP, LMc, DG, CH, DW	250.00	KS1 Booster groups for Spring Term CL, SK (Reading / Writing - 2 sessions pw) (20 sessions)	706.00
Phonics Training for all staff - The	500.00	KS2 Booster groups for Summer Term	



Literacy Company		DS (1 session pw - Writing), VF (1 session pw - Maths) JR (2 sessions pw Reading, Lower Maths) CH (1 session pw - Maths) (48 sessions)	533.00 416.00 1245.00 217.00
Visiting Author - Chris Kay Feb 2016	500.00	KS1 Booster groups for Summer Term CL, SK (Reading / Writing - 2 sessions pw) (20 sessions)	706.00
Xmas Presents for PP child	40.00	Homework Club - Autumn & Spring & Summer CHa	832.00 416.00
Reading and Writing for Pleasure resources	2000.00	Nurture Groups -Breakfast, Lunchtime Lego Therapy (AL) - Jan 2016 & Social Skills - April 2016	1320.00 1500.00
Horse Riding - Provision	300.00	Nurture Groups, Cooking, Art therapy - April 2016	3000.00
ELKLAN Speech and Language Training	150.00	Forest Schools - Outdoor Adventure Learning - Autumn, Spring & Summer (JE 1 x a.m session pw - 36 weeks)	3452.00
Total	7800.00		70,041.73

Summary	
Original allocation (not inc. Forces children)	77,720.00
Commitment to date	77,841.73
Balance remaining	-121.73

Pupil Premium 3 year allocation

2014-2015	2015-2016	2016-2017
£79,900	£85,520	£70,120

Whole School Results

Below is a condensed version of the whole school results for Pupil Premium 2015-2016. It is worth pointing out that this school year has been turbulent in National terms. A period of readjustment to life without levels has occurred for staff and parents/carers. In 2014 a new Primary Curriculum was launched with the most significant changes being in Maths, English and Computing. The Prime Minister commented that this curriculum is "rigorous, engaging and tough".

In May 2016, the new style SATS tests also come into force. Without levels, there has been a raw score of actual marks and a scaled score, which says whether the children have reached the national average.



For 2016, the Floor Target is set at 65%. This means that a school is expected to obtain at least 65% of their pupils reaching Age Related Expectations (ARE). School achieved 45% for 2015-16. However, if a school does not achieve 65%, the progress that the pupils have made will be taken into account and schools will not be classed as under floor if pupils have made sufficient progress in all of English Reading, English Writing and Mathematics scores.

The progress for 2015-16 is:

Reading Progress Score	-1.0 (-3.6 to 1.6)
Writing Progress Score	-1.2 (-3.8 to 1.4)
Maths Progress Score	-0.4 (-2.6 to 1.8)

In order to be above floor for progress school needed to have achieved more than -5 in Reading and Maths and -7 in Writing. The evidence shows that school has met the progress standards. The Year 6 SATs also caused controversy in the press, as well as some discussions over the Year 2 SATs.

Whole School Results for Pupil Premium

Reception -Summer 2016 Good Level of Development

Emerging		Expected		Exceeding	
10/29 children 34.4%		14/29 children 48.16%		4/29=13.76%	
		Altogether = approx.18 children 62% GLD			
SEN /EHCP	5				
SEN	3 + 2 Monitored	SEN	0	SEN	0
Of these FSM	1	FSM	2	FSM	0
<u>Forces</u>	2	<u>Forces</u>	2	<u>Forces</u>	0
<i>EAL</i>	2	<i>EAL</i>	3	<i>EAL</i>	3
Boys	7=70%	Boys	4= 40%	Boys	0=0%
Girls	3= 30%	Girls	10= 60%	Girls	4 =100%

FSM- 3 CHILDREN 33% Emerging 66%Expected

EAL- 8 CHILDREN Emerging 25% Expected 37.5% Exceeding 37.5%

FORCES- 4 CHILDREN Emerging 50% Expected 50%

KEY STAGE 1 RESULTS

	Working Well Below
	Working Below
	Working Towards
	Working at expected
	Working at Greater Depth



Year 1 Dec 2015-13 children

	Writing					Reading					Mathematics				
	100%			0%		100%			0%		100%			0%	
PP	23.1%	23.1%	53.8%			7.7%	15.4%	76.9%			23.1%	7.7%	69.2%		
	3/13	3/13	7/13			1/13	2/13	10/13			3/13	1/13	9/13		

Year 1 End of Year 2016

	Writing					Reading					Mathematics				
	61.5%			38.5%		46.2 %			53.8%						
PP		7.7%	53.8%	38.5%			7.7%	38.5%	53.8%		7.7%	7.7%	23.1	69.2%	
		1/13	7/13	5/13			1/13	5/13	7/13		1/13	1/13	%	9/13	
													3/13		

Writing

In December 0% of the PP children were on track to reach ARE. This improved to 38.5% reaching ARE or exceeding by July 2016.

Reading

In December 0% of PP children were on track to reach ARE. This improved to 53.8%, reaching or exceeding ARE by July 2016.

Maths

In December 0% of PP children were on track to reach ARE. This improved to 69.2% , reaching or achieving ARE by July 2016.

Year 2 Dec 2015-10 children PP

	Writing					Reading					Mathematics				
	80%			20%		80%			20%		80%			20 %	
PP	10.0%	50.0%	20.0%	20.0%		20.0%	20.0%	40.0%	20.0%		10.0%	30.0%	40.0%	20.0%	
	1/10	5/10	2/10	2/10		2/10	2/10	4/10	2/10		1/10	3/10	4/10	2/10	

Year 2 End of Year 2016

	Writing					Reading					Mathematics				
	72.8%			27.3%		54.6 %			45.5%		63.7%			36.4%	
PP	18.2	9.1%	45.5	18.2	9.1%	9.1%	18.2	27.3	27.3	18.2	9.1%	18.2	36.4	27.3	9.1%
	%	1/11	%	%	1/11	1/11	%	%	%	%	1/11	%	%	%	1/11
	2/11		5/11	2/11		2/11	3/11	3/11	2/11		2/11	2/11	4/11	3/11	



Writing

In December 20% of the PP children were on track to reach ARE. This improved to 27.3% reaching ARE or exceeding by July 2016.

Reading

In December 20% of PP children were on track to reach ARE. This improved to 45.5%, reaching or exceeding ARE by July 2016.

Maths

In December 20% of PP children were on track to reach ARE. This improved to 36.4%, reaching or achieving ARE by July 2016.

KEY STAGE 2 RESULTS

Year 3 Dec 2015-10 children PP

	Writing				Reading				Mathematics			
	%		%		%		%		%		%	
PP	36.4%	27.2%	27.2%	9.1%	45.5%	27.2%	18.2%	9.1%	27.2%	45.6%	27.2%	
	4/11	3/11	3/11	1/11	5/11	3/11	2/11	1/11	3/11	5/11	3/11	

Year 3 End of Year 2016

	Writing				Reading				Mathematics			
	%		%		%		%		%		%	
P P	9.1%	45.6%	18.2%	27.2%	9.1%	27.2%	45.5%	18.2%	9.1%	27.2%	36.4%	27.2%
	1/11	5/11	2/11	3/11	1/11	3/11	5/11	2/11	1/11	3/11	4/11	3/11

Writing

In December 9.1% of the PP children were on track to reach ARE. This improved to 27.2% reaching ARE or exceeding by July 2016.

Reading

In December 9.1% of PP children were on track to reach ARE. This improved to 18.2%, reaching or exceeding ARE by July 2016.

Maths

In December 0% of PP children were on track to reach ARE. This improved to 27.2% , reaching or achieving ARE by July 2016.



Year 4 Dec 2015-9 children PP

	Writing				Reading				Mathematics			
	100%		0%		88.8%		11.1%		88.8%		11.1%	
PP	55.6% 5/9	22.2% 2/9	22.2% 2/9		33.3% 3/9	44.4% 4/9	11.1% 1/9	11.1% 1/9	22.2% 2/9	44.4% 4/9	22.2% 2/9	11.1% 1/9

Year 4 End of Year 2016

	Writing				Reading				Mathematics				
	100%		0%		77.8%		22.2%		88.8%		11.1%		
PP		55.6% 5/9	44.4% 4/9			55.6% 5/9	22.2% 2/9	22.2% 2/9			44.4% 4/9	44.4% 4/9	11.1% 1/9

Writing

In December 0% of the PP children were on track to reach ARE. This remained the same at 0% reaching ARE or exceeding by July 2016.

Reading

In December 11.1% of PP children were on track to reach ARE. This improved to 22.2%, reaching or exceeding ARE by July 2016.

Maths

In December 11.1% of PP children were on track to reach ARE. This remained the same at 0% , reaching or achieving ARE by July 2016.

Year 5 Dec 2015-13 children PP

	Writing				Reading				Mathematics			
	100%		0%		100%		0%		100%		0%	
PP	23.1% 3/13	30.8% 4/13	46.2% 6/13		15.4% 2/13	30.8% 4/13	53.8% 7/13		23.1% 3/13	30.8% 4/13	46.2% 6/13	

Year 5 End of Year 2016

	Writing				Reading				Mathematics			
	77%		23.1%		69.2%		30.8%		69.3%		30.8%	
PP		30.8% 4/13	46.2% 6/13	23.1% 3/13		15.4% 2/13	53.8% 7/13	30.8% 4/13		23.1% 3/13	46.2% 6/13	30.8% 4/13



Writing

In December 0% of the PP children were on track to reach ARE. This improved to 23.1% reaching ARE or exceeding by July 2016.

Reading

In December 0% of PP children were on track to reach ARE. This improved to 30.8% , reaching or exceeding ARE by July 2016.

Maths

In December 0% of PP children were on track to reach ARE. This improved to 30.8% , reaching or achieving ARE by July 2016.

Year 6 Dec 2015- 7 children PP altogether

	Writing					Reading					Mathematics				
	85.8%%				14.3%	85.8%				14.3%	85.8%				14.3%
PP	14.3% 1/7	42.9% 3/7	28.6% 2/7	14.3% 1/7		14.3% 1/7	42.9% 3/7	28.6% 2/7	14.3% 1/7		14.3% 1/7	14.3% 1/7	57.1% 4/7	14.3% 1/7	

Year 6 End of Year 2016-

	Writing					Reading					Mathematics				
	28.6%				71.4%	42.9%				57.2%	42.9%				57.2%
PP	14.3% 1/7	14.3% 1/7	57.1% 4/7	14.3% 1/7			42.9% 3/7	42.9% 3/7	14.3% 1/7			42.9% 3/7	42.9% 3/7	14.3% 1/7	

Writing

In December 14.3% of the PP children were on track to reach ARE. This improved to 71.4%, reaching ARE or exceeding by July 2016.

Reading

In December 14.3% of PP children were on track to reach ARE. This improved to 57.2% , reaching or exceeding ARE by July 2016.

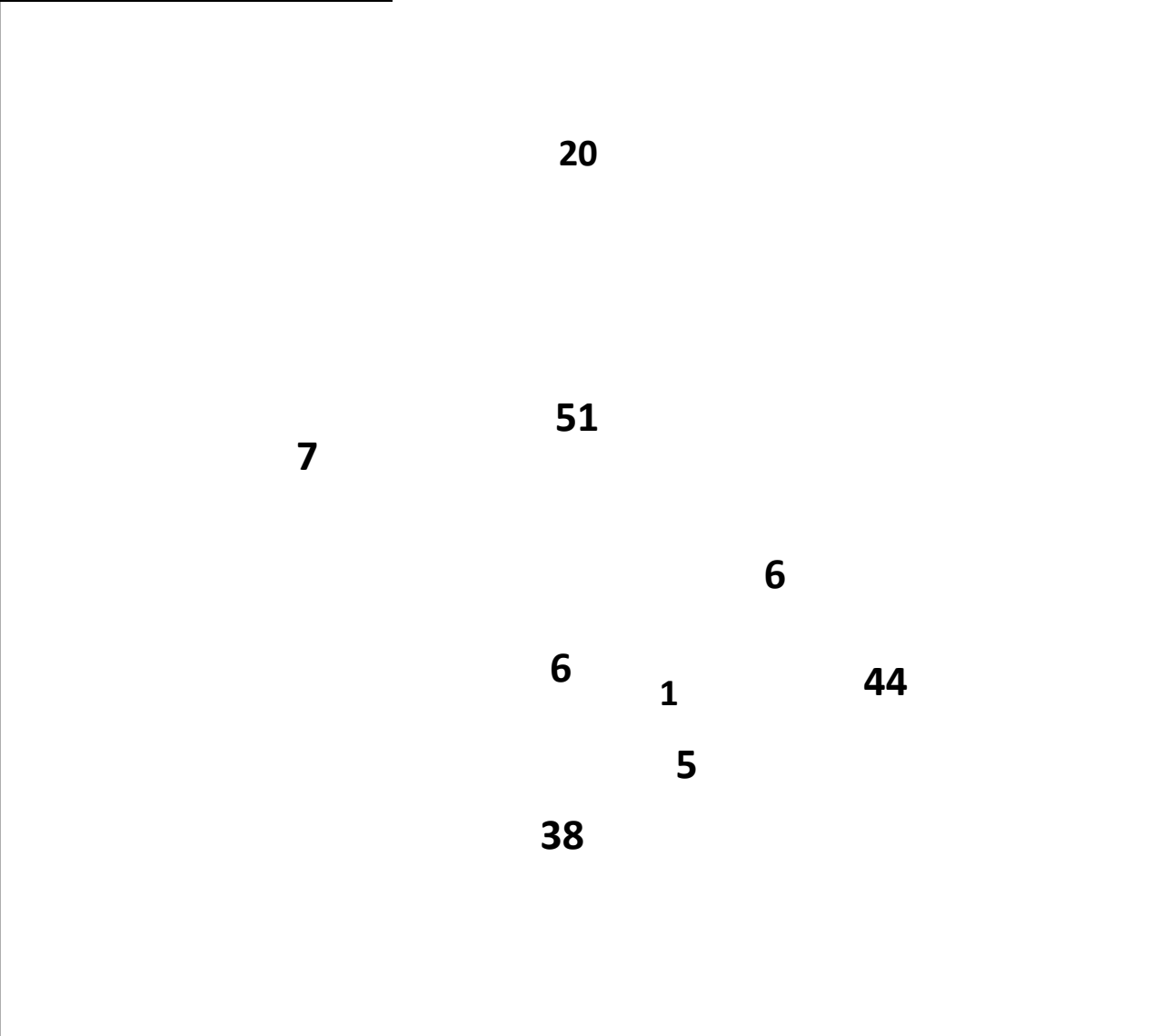
Maths

In December 14% of PP children were on track to reach ARE. This improved to 57.2% , reaching or achieving ARE by July 2016.

The data clearly shows all cohorts have made progress in moving children from well below age related expectations to below or towards (some classes more than others). The demands of the new curriculum still needs to be taken into account.



2015-2016
Overview of whole school





September 2016-17

For the financial year 2016-17 the Pupil Premium allocation has decreased to £70,120.



Category	No. of Pupils	Amount per pupil (£)	Allocation (£)
Ever 6 - FSM	45	1,320	60,720
Ever 5 - Service Children	25	300	7,500
Post - LAC (adopted from care)	1	1900	1,900
	71		£70,120

Breakdown of Pupil Premium - September 2016

Detailed in the table below is how school intends to spend the money for 2016-17.

Non-Staffing		Staffing	
Attendance Awards (WH Smiths 11 x 6 half terms x £10)	660.00	Full year from Sept - August Intervention support	19,443.96
Visiting Author - Feb 2017	500.00	Learning Mentor / Family Support Worker from Sept - Aug	20,585.88
Horse Riding - Provision	300.00	KS2 Booster groups for Autumn Term DW (1 session pw - Writing) 98.00 JR (2 sessions pw Reading, Lower Maths) 927.83 CH (1 session pw - Maths) 208.70	
ELKLAN Speech and Language Training (JG, AL)	300.00	KS1 Booster groups for Autumn Term VF (Maths - 1 session pw)	306.24
Extra EP sessions for PP children: 3 x whole day sessions between Sept 2016 and March 2017	1710.00	KS2 Booster groups for Spring Term DW (1 session pw - Writing) 98.00 JR (2 sessions pw Reading, Lower Maths) 927.83 CH (1 session pw - Maths) 208.70	
3 x whole day sessions between April 2017 and July 2017	1710.00	KS1 Booster groups for Spring Term VF (Maths - 1 session pw)	306.24
		KS2 Booster groups for Summer Term DW (1 session pw - Writing) 98.00 JR (2 sessions pw Reading, Lower Maths) 927.83 CH (1 session pw - Maths) 208.70	
		KS1 Booster groups for Summer Term VF (Maths - 1 session pw)	306.24
		Homework Club - Autumn & Spring & Summer CH	683.00
		Nurture Groups - Lunchtime -	



		Lego Therapy (AL) - Sept 2016 & Social Skills - Sept 2016	1320.00 1500.00
		Nurture Groups, Cooking, Art therapy - Jan 2017	3000.00
		Forest Schools - Outdoor Adventure Learning - Autumn, Spring & Summer (JE 1 x a.m session pw - 36 weeks)	3036.54
Total	5180.00		54,191.69

Summary	
Original allocation (not inc. Forces children)	62,620.00
Commitment to date	59,371.69
Balance remaining	3,248.31

For more details of the strategy for Pupil Premium Spending for 2016-17 please see Action Plan.