

Warden House Primary School



Pupil Premium Impact 2014-15

The Pupil Premium funding is delegated to schools to support disadvantaged children. Disadvantaged children are defined by the DFE as pupils eligible for free school meals at any point within the past six years (Ever 6 FSM) and pupils looked after by the local authority.

31.8 (%) of children eligible for Pupil Premium in 2014-15

Pupil Premium Allocation 2012-13 £ 72,150

Pupil Premium Allocation 2013-14 £ 113,407

Pupil Premium Allocation 2014-15 £152,100

In 2014-15 this funded the following interventions:

- Auditory / Memory skills £1,200
- Additional books to support reading at home £5,000
- Fizzy £2,000
- Gifted and Talented support £2,200
- Language through colour £3,200 including training staff from other schools
- Nessy & Nessy Number £2,700
- Booster Classes £3,300
- Reading club £2,500
- Daily maths £7,000
- Breakfast Club £2,700 funded support
- EAL support £3,500
- Golden Club £7,900
- FLO support £7,500
- Emotional support (Boxall Profiling) £2,200
- Residential visits £4,000
- Staff training £5,000
- Resources £3,500
- Curriculum visits £4,463
- Project Salus £3,000
- Clicker 6 £2000
- Athletics £1750
- Accelerated Reader £3800
- Spellodrome £600
- Musical instruments and tuition £3,500
- Inclusion Support for Pupil Premium children £8,000
- Behaviour support programmes £2,300

- Sensory Circuits, including training staff in other schools £6,500
- Families And Schools Together £4,200
- Toe by Toe £3,300
- Healthy Schools Family Activities £3,500
- Touch Typing £1,500
- Visual perceptual skills builder £1,200
- Sensory resources £1,200
- Additional staffing for group support £4,687
- Educational visits cooking etc.to provide hooks for learning £800
- Pirate week £2,500
- Counseling and play therapy for vulnerable pupils £1,300
- Book exchange £300
- Spelling Bee £1,800
- Drawing and Talking training and provision £1500
- DLA writing project for disadvantaged children £800
- ASD coffee mornings supporting parents. £1,000
- Minibus for swimming. £5,000
- Ace of Clubs £3,700 club targeting disadvantaged children who are not engaging with clubs outside school.
- Swimming supported funding £ 4,700
- EYFS Speech and Language provision £4,000
- Professional assessments £2,600
- Wake up and Shake up £1,200

Total expenditure for 2014-15 £152,100

The impact of this intervention on Attainment and Progress:

This analysis uses a range of measures to reflect on the impact of the interventions funded by the Pupil Premium in support of disadvantaged pupils. APS stands for Average Points Scores and is a way of calculating progress on a sliding scale. This is a measure used to calculate progress on a termly basis in school and offers a picture as to whether the children in this group are making progress that is in line with the expected level to achieve at least 2 levels of progress over a Key Stage. We would expect the children to make 3APS progress each year in KS2 and 4.5APS progress each year in KS1. This gives us a measure to compare our children's progress over time to make sure they are making the best progress.

We also use national data to compare the progress of our children. National data uses a scale where 100 is in line with the national averages for Contextual Value Added. This is useful when comparing how disadvantaged children at Warden House have progressed compared with children non-disadvantaged children across the school and compared with disadvantaged children across schools nationally.

Early Years Foundation Stage

23% children are eligible for Pupil Premium funding in EYFS.

The number of disadvantaged children attaining a Good Level of Development in 2015 has risen from 55.6% in 2014 to 83.3% in 2015. Warden House (83.3% GLD) exceeded the national figure (66.2% GLD) for disadvantaged children making a Good Level of Development by 17.1%.

When comparing the GLD for disadvantaged children compared with non-disadvantaged children at Warden House the disadvantaged children are out-performing the year group average by 14.1% in writing. In writing and maths, the disadvantaged children are also significantly out-performing children across Kent.

What this tells us:

Disadvantaged children in the Early Years at Warden House enter the school below national expectations and by the end of their year are exceeding both Kent and National expectations. There is also a significant rise in the number of disadvantaged children attaining a Good Level of Development as a result of the high quality provision in place across the Early Years.

Key Stage 1

Reading:

- Average Point Scores attainment (APS) for reading for targeted children in Year 1 rose above the expected level of progress to 12.3APS (1.8APS above) by term 6 2015; demonstrating accelerated progress for this group due to the intervention with reading support, guided reading support, speech and language intervention and letters and sounds interventions for phonics.
- The performance of Pupil Premium learners matches the average for all pupils, demonstrating the gap in attainment has closed between disadvantaged and non-disadvantaged pupils.
- 87.5% disadvantaged pupils attained L2B+ in reading compared with 72.4% in Kent.
- At L3+ disadvantaged children (31.3% L3+) performed significantly above the Kent (15.1% L3+) average.
- 54.5% disadvantaged children passed the phonics screener in Year 1 compared with 62.6% in Kent.
- RAISE analysis shows disadvantaged pupils are 2APS above national expectations with the gap closing by 12% in reading and 54% for L3+.

Writing:

- APS progress in writing in Year 1 for disadvantaged children (5.8APS) was above the expected level of progress by 01.3APS. This assisted in closing the gap in attainment significantly for disadvantaged and non-disadvantaged pupils. This was

a result of effective interventions in class through the introduction of a new literacy curriculum, fortnightly assessed writing pieces and cross school moderation of writing.

- Writing progress for Pupil Premium learners in Year 2 (9.78APS) was above the expected level (9APS), demonstrating the attainment gap is closing. Attainment at L2B+ (56.3%) was below Kent levels for writing (58.7%) but as the progress is above, the gap is closing.
- RAISE analysis shows disadvantaged pupils are 1APS above national expectations with the gap closing by 29% at L2+ and 42% at L3+ in writing.

Maths:

- APS attainment for maths in Year 1 was 11.8 (1.3APS above the expected level), closing the attainment gap between the national average and this vulnerable group.
- Maths attainment for disadvantaged learners has risen significantly since 2014, rising from 68.4% at L2B+ in 2014 to 87.5% L2B+.
- Level 3+ attainment for disadvantaged pupils (31.3%) is also above the Kent average and disadvantaged pupils are achieving better than the average for all pupils, demonstrating the learning gap has closed.
- RAISE analysis shows disadvantaged pupils are 1.9APS above national expectations with the gaps closing by 13% at L2+ and 23% at L3+ in maths.

What this tells us

In reading, disadvantaged children at Warden House are out-performing disadvantaged children in both progress and attainment. This is a result of the targeted provision in place through strong phonics teaching, staff training, shared practice across schools in the Deal Learning Alliance, targeted oracy events, small group provision and a reading-rich environment for all.

Disadvantaged children at KS1 are achieving above the expected level when compared with children nationally. As progress in writing is strong in Year 1 and Year 2, the gap in attainment is closing for disadvantaged children who are swiftly catching up with other children due to the strong interventions in place.

Disadvantaged children are achieving in line with non-disadvantaged children in KS1 in maths and for higher achieving pupils, are performing better than their peers. This has been achieved through strong intervention groups for disadvantaged children, support for learning through strong use of manipulatives such as Numicon and targeted staff training on mathematical concepts that have assured the highest quality of teaching in maths.

Key Stage 2

- For disadvantaged pupils, Closing the Gap data shows disadvantaged pupils have made 100.5CVA in all subjects, this is greater than the progress made by other pupils (100.4CVA). This shows disadvantaged pupils are making the same progress as non-disadvantaged pupils and they are progressing above the rate of other children nationally.

Reading:

- Progress for disadvantaged children in writing for Year 3,4 and 5 is above the expected level, with attainment above the expected level for all pupils.
- Value added figures for end of KS2 disadvantaged pupils in reading has fallen from 102.5 in 2014 but remains above national expectations at 100.4. Disadvantaged pupils out-performed non-disadvantaged pupils in reading, demonstrating the gap has closed. This was not reflected in overall attainment where the gap remained large between these groups, in particular for disadvantaged children who achieved at L2 in their KS1 SATs.
- 86% disadvantaged pupils made expected progress in reading compared to 88% nationally.

Writing:

- Analysis of progress for disadvantaged learners across Year 3 (+0.18APS) ,4 (+1.95APS) and 5 (+2.13APS) shows children making above expected progress in writing.
- Disadvantaged pupils made 101.3CVA progress, this is significantly above national expectations and there is no gap between disadvantaged pupils and non-disadvantaged pupils.
- 100% disadvantaged pupils made the expected progress in writing compared to 95% nationally.

Maths:

- In maths the gap between disadvantaged and non-disadvantaged pupils in progress is 0.4CVA with disadvantaged pupils CVA at 100.0.
- Analysis of progress for disadvantaged learners shows Year 3 (+0.97APS) ,4 (+1.94APS) and 5 (+1.38APS) above the expected progress.
- 92% disadvantaged pupils made the expected progress in writing compared to 91% nationally.
- Attainment for disadvantaged pupils who previously attained L2 in KS1 SATs was not as strong and fell below national expectations for that group.

Combined Reading, Writing and Maths

- The gap between disadvantaged pupils and non-disadvantaged pupils in the combined reading, writing and maths data at KS2 is 22.5%, this is above the LA average of 17.6%.

What this tells us

Although the gap in attainment for combined reading, writing and maths is large for disadvantaged pupils; progress for disadvantaged pupils at end of Key Stage 2 is strong in reading , writing and maths with pupils achieving at or above children nationally. Data across KS2 demonstrates this attainment gap is closing as the progress of disadvantaged pupils is strong. This strong progress for disadvantaged pupils is a result of robust interventions and support for disadvantaged children; ensuring all children are supported in their learning. Staff are aware of the children who receive funding for Pupil premium and ensure additional resources afforded to these children are effective in accelerating progress through termly reviews.