



## Sunnymede Junior School Pupil Premium Funding, its use and impact – 2014/15

Pupil Premium money is funding allocated to schools based on the number of pupils eligible for free school meals (FSM) and those who have been eligible at any time in the past six years. Looked after children are also eligible for this funding. Schools are entitled to spend their allocated Pupil Premium funding in a way they think will best support the raising of the attainment and achievement of these pupils.

Our aim is to provide targeted support to Pupil Premium (PP) pupils to ensure that they reach their potential and that they make the best possible progress, both academically and socially. Much of our funding is spent on high quality small group focused teaching by additional experienced teachers to support the First Quality teaching in class. Additionally, Pupil Premium funding is used to remove any 'barriers to learning' which may exist so that they make the same progress as those not funded through pupil premium grant. All Pupil Premium funded pupils should be given opportunities to experience trips and participate in some of our extra-curricular provision, such as our wide variety of clubs or music lessons. Additional interventions may be needed for these pupils to support the social and emotional aspects of learning for key pupils to enable them to thrive in group situations and have confidence in themselves. Pupil Premium funding is used to ensure all pupils are happy and have positive learning experiences.

In the financial year 2014/15 the school was allocated £42,900 (N/B This included the additional £7,900 received in July 2014 which was not in the original budget plan).

This money was used in the following way:

Spent on	Aim and Impact
<p>Additional teaching hours (two days a week) by an experienced teacher to work with a targeted pupils, as well as plan provision for other year groups. The focus was on Year 6 where there was a high percentage of pupils eligible for PP funding. High quality small group focused teaching was carried out in reading, writing, SPAG and maths.</p>	<p>To support PP pupils in reaching their full potential in English and maths, as well as develop self-esteem, perseverance, resilience and confidence in their work.</p> <p>Attainment and progress significantly improved, with very good outcome for Pupils funded through pupil premium grant. See below Year 6 data tables for further analysis and impact of work, where there was a key emphasis for support</p>
<p>To fund an experienced maths teacher to work two days a week in the Autumn and Spring term with small groups or on a 1-1 basis on maths, mostly in Year 6 but also with two PP pupils in Year 4.</p>	<p>To improve attainment and progress in maths with targeted PP pupils who were not making expected progress. Maths was an area of concern in Year 6 and thus a big focus during the year.</p> <p>Attainment and progress improved for these targeted pupils. See below Year 6 data tables for further analysis and impact of work.</p>
<p>To fund an experienced teacher to work one day a week with small groups of Pupil Premium pupils in Years 3 and 4, focusing on writing.</p>	<p>To improve writing skills for targeted Pupil Premium funded pupils who had been under-achieving in the previous year and to ensure they were working at age-related expectations by the end of the year. Attitudes towards writing needed to be improved as</p>

	<p>well as specific work on targeted areas of writing in order to improve their writing.</p> <p>A large majority of pupils were working at age related expectations in Years 3 and 4 by the end of the year. Positive attitudes to writing, increased confidence in their writing skills and improved quality of writing was noted by the class teachers as well as evident in their class work.</p>
To fund eight 1-1 places for 1-1 tuition	<p>1-1 tuition places were needed to support Year 6 PP pupils in reaching their full potential in English or maths, addressing gaps in their learning. In addition, the 1-1 tuition would develop self-esteem, perseverance, resilience and confidence in these subjects. These pupils received ten hours of 1-1 tuition in either writing or maths over a term.</p> <p>Attainment and progress significantly improved. See below tables for further analysis and impact of work.</p>
To fund additional LSA support	<p>Additional LSA support was needed to support key pupils who had barriers to their learning e.g. PP pupils with EAL, PP pupils with SEND, PP with Social Emotional Mental Health difficulties (SEMH).</p> <p>Through classroom support or interventions (E.g. Rapid Reading, Rapid Writing, vocabulary teaching, PACS intervention), these key pupils made progress, academically and socially. One PP pupil with SEMH difficulties has responded well to 1-1 support in class and is now much more settled.</p>
To fund a new maths intervention (1 <sup>st</sup> Class@Number 2), which includes the delivery of the intervention	<p>To address gaps in pupils' maths learning and consolidate concepts. PP pupils who are underachieving are targeted to attend this intervention.</p> <p>Targeted PP pupils made excellent progress, increasing their number ages significantly.</p>
To pay for club activities, swimming or other resources that may be considered beneficial, based on identified need on a 1-1 basis	<p>To enrich the curriculum, ensure PP pupils are able to participate in clubs where it will benefit them and to give them the opportunity to experience new and challenging activities.</p> <p>Some PP pupils attended Cooking Club, thoroughly enjoying new learning experiences. One Year 6 PP pupil attended basketball club which they really benefitted from, both socially and physically.</p>
To subsidise or fund places on school trips as appropriate, based on identified need on a 1-1 basis	<p>To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new cultural, educational and challenging activities.</p> <p>Three PP pupils had their York trip subsidised which meant that they were able to participate in the residential trip, a valuable learning experience.</p>

## IMPACT ON EKS2 (Year 6) RESULTS 2014-15

**NOTE:** 10 of the 64 pupils in Year 6 were funded through the Pupil Premium grant, equating to 16% of the cohort. AS a result, these pupils were a focus for 2014-15

The impact of our Pupil Premium funding for our Year 6 pupils in 2014-15, shown in our RAISE report, was very significant. Both attainment and progress rates for our Pupil Premium pupils have greatly improved on the previous year, and in particular, are significantly better than the national average in all subjects and combined.

### Attainment- July 2015

#### % of pupils achieving Level 4 or above

(Blue indicates data from 2014 to compare)

	SUNNYMEDE		NATIONAL	
	Pupil Premium (%)	Non-Pupil Premium (%)	Pupil Premium (%)	Non-Pupil Premium (%)
Reading	100 (73)	100	83	92
Writing	100 (73)	98	79	90
Maths	100 (82)	100	80	90
R+W+M	100 (64)	98	70	85
SPAG	100 (64)	98	71	84

- In achieving Level 4 or above, our PP pupils achieved just as well or better than non-Pupil Premium pupils in all subjects and combined
- In all subjects and combined, the attainment is significantly higher than in 2014
- The gap in attainment has closed between PP pupils and non-PP pupils in reading and maths and more than closed the gap by 2% in writing, SPAG and combined reading, writing and maths. This gap is significantly better than the gap in attainment between PP pupils and non-PP pupils nationally.
- Our PP pupils achieve better than PP pupils and non-PP pupils nationally in all subjects and combined, more than closing the gap between our PP pupils in our school and PP pupils nationally.

#### % of pupils achieving Level 5

(Blue indicates data from 2014 to compare)

	SUNNYMEDE		NATIONAL	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Reading	70 (18)	85	34	55
Writing	30 (27)	54	22	42
Maths	60 (27)	74	28	48
R+W+M	30 (9)	44	13	29
SPAG	90 (36)	93	43	61

- The significant increase of the percentage of Pupil Premium pupils achieving Level 5 in all subjects and combined, compared to 2014, reflects the impact of their targeted support over the year.
- Although, the attainment of our PP pupils at Level 5 in all subjects and combined is lower than non-Pupil Premium pupils at the school, it is far higher than the national average (in some subjects more than double) for PP pupils.
- With the exception of writing, the percentage in all other subjects and combined, for our PP pupils achieving Level 5 is higher than non-PP pupils nationally and the in-school gaps are lower than found nationally. This shows how well our Pupil Premium pupils have achieved.

### **Expected Progress of Year 6 PP pupils in 2015**

(Blue indicates data from 2014 to compare)

This table shows the % of Year 6 PP pupils who made two levels progress (expected progress) compared with non- PP pupils, along with national comparisons.

	SUNNYMEDE		NATIONAL	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Reading	100 (82)	100	88	92
Writing	90 (91)	98	92	95
Maths	100 (91)	100	86	91

- For reading and maths, with the exception of writing, PP pupils have made just as good progress as non-PP pupils, closing the gap between PP pupils and non-PP pupils at our school.
- Our PP funded pupils have also made better progress than PP pupils and non-pupil premium pupils nationally.
- Despite support in Year 6, one pupil did not make expected progress in writing. However, this pupil joined in Y6, was classified as a 'mobile' pupil and had not, therefore, received our targeted support in previous years.

### **More Than Expected Progress of Year 6 PP pupils in 2015**

This table shows the % of Year 6 PP pupils who made more than expected progress (three levels) compared with non- PP pupils, along with national comparisons. (Blue indicates data from 2014 to compare)

	SUNNYMEDE		NATIONAL	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Reading	30 (27)	47		33
Writing	30 (18)	34		37
Maths	40 (27)	57		37

- Although the % making more than expected progress data for our PP pupils is lower than non-PP pupils at our school and non PP pupils nationally, it is an improvement (particularly in writing and maths) on last year's data.
- Closing the gap between PP pupils and non-PP pupils in making more than expected progress is an area for future focus.

### Value Added progress for Year 6 PP pupils

The overall value added score for 2015 for PP pupils was 100.2 compared to 98.9 in 2014, showing a significant increase for the school. The value added scores for each subject also show an increase on the previous year as well as being higher than national (99.8). The value added score for both reading and maths is higher than national averages, with writing only having a difference of -0.6% below national average.

### IMPACT ON ATTAINMENT AND PROGRESS OF OTHER YEAR GROUPS

	<u>Year 3</u> Cohort leaving 2018	<u>Year 4</u> Cohort leaving 2017	<u>Year 5</u> Cohort leaving 2016
<b>In year progress in Reading*</b>	The average progress of Pupil premium children was 0.2 steps more than non PPG children	The average progress of Pupil premium children equalled that of non PPG children	Data suppressed – only one PP funded pupil in the year group so statistically insignificant
<b>In year progress in Writing*</b>	The average progress of Pupil premium children was 0.3 steps less than non PPG children	The average progress of Pupil premium children was 0.2 steps more than non PPG children	
<b>In year progress in Maths*</b>	The average progress of Pupil premium children was 0.3 steps less than non PPG children	The average progress of Pupil premium children was 0.4 steps more than non PPG children	
<b>Gaps between age-related attainment</b>	The in-school attainment gap is smaller than the national gap in reading, writing and maths (attainment of PPG pupils is actually slightly above non PPG pupils (based on % of pupils working at age-related expectations))	The in-school attainment gap is in line with the national gap in reading but slightly more than the national gap in writing and maths (though the equivalent of less than one pupil). The combined attainment gap is smaller than the national gap	

**\*Data taken over Autumn and Spring terms only due to changes in assessment methods**

