



Pupil Premium Report – September 2015

For Academic Year 2014/15

Pupil Premium Grant (PPG)

The Pupil Premium Grant is a Government initiative that provides extra funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

Willingham Primary School receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled to over the last 6 years; and for any Looked After Children or Service Children.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools *'are free to spend the pupil premium as they see fit'* (DfE 2011). The Government is, however, clear that schools will need to: "employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'." Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the Pupil Premium compared to their peers.

At Willingham Primary School we will be using the indicator of those eligible for free school meals, as well as other identified vulnerable groups, as our target children to 'close the gap' regarding student achievement.

In making provision for disadvantaged pupils, the Governors and staff of Willingham Primary School recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. *They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*

Willingham Primary School is totally committed to social justice and improving life chances for children who are potentially vulnerable. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach.

Context of the School

Willingham Primary School is a 2 form entry school with 353 pupils currently on roll. Pupil premium funding represents a small proportion of our overall budget; however we are committed to providing personalised targeted support to ensure that it is spent to maximum effect for identified pupils.

During the 2014-15 academic year we had 340 children on roll of which 55 pupils, 16.2% of our school population were eligible for pupil premium.

An Overview of Vulnerable Groups at Willingham Primary School

Willingham Primary School is committed to ensuring all pupils make excellent progress including those who could be vulnerable.

What are vulnerable groups?

Vulnerable children are amongst those groups that may need additional support or intervention in order to make optimum progress. Children who have needs, dispositions, aptitudes or circumstances may require particularly perceptive and expert teaching and in some cases, additional support beyond the school.

Willingham Primary School aims to work effectively with every pupil; we support them, to overcome academic or emotional barriers that could prevent optimum progress. We strive to enable all pupils to participate in the full range of activities offered within and beyond the school day, to ensure they have the very best learning experience and make outstanding progress.

Willingham Primary School ensures all staff develop the skills necessary to meet the needs of pupils and families, whose circumstances may make them vulnerable. This, along with good support from external agencies and the Local Authority, helps the school to minimise any gaps in the progress pupils are making.

The school works very effectively in partnership with the parents and carers of potentially vulnerable children to help to break down barriers to learning and progress which pupils sometimes encounter.

Pupils for whom the school receives Pupil Premium, those who are disabled and those who have special educational needs currently make variable progress. Willingham Primary School ensures resources are deployed which have a proven impact on raising standards. Provision for this group of pupils is led by Senior Leaders; teachers and teaching assistants are supported with a range of resources aimed at accelerating learning

Nationally boys perform less well than girls but the school has put in place strategies which have helped to narrow the gender gap through carefully chosen boy-friendly topics and a range of approaches.

Assessment plays an important role in supporting all children and pupil progress meetings ensure that all staff understand where the children are at any given time and in which areas support is needed. Tasks are matched to students' abilities and teachers, teaching assistants are deployed to help pupils by providing appropriate resources, support, encouragement and demonstrating skills that impact learners.

As a school, we are consistently evaluating how individual pupils benefit and progress from provision. This may not always be accessed through data but also from a learning culture of talk and shared professional thoughts and judgements.

As a school, we track all pupils against multiple vulnerabilities. Potentially vulnerable groups form the focus of our termly Pupil Progress Meetings and tracked carefully to in order that they can receive the appropriate support to make the targeted progress, thereby closing the achievement gap.

We track the attainment and progress of these groups:

- Disabled pupils, and those who have special educational needs
- Boys
- Girls
- Low attaining pupils
- Pupils for whom English is an additional language
- Minority ethnic pupils
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals (FSM)
- Pupils and their families who receive support via external agencies including through CAF
- Pupils whose attendance falls below 95%
- Pupils who are persistently late.
- Other vulnerable groups

Willingham is proud of the increasingly narrow gap in attainment between FSM pupils and their peers, both in Early Years and at the end of Key Stage One. It has outperformed the national trend for this year % of pupil premium pupils in EYFS achieving a Good Level of Development (GLD) and in Reading and Writing at the end of Key Stage One. We believe school has a fundamental part to play in securing wellbeing, enhancing life chances and realising personal potential. We believe in the social power of art, music and performance. We want our children to develop a passion for subjects and pupils have an increasing part to play in the school environment and its provision which they help to create.

We have six Golden Rules, all simple rules for a good life. We, as a school, have a good understanding of fairness and inclusion. All staff take part in educational development, courses, SENDCO qualification, NQT Mentor etc., and this also enhances the provision for all children.

We have designated staff within the school, who work with specific families and children to ensure they are supported within and beyond the school. Multi-agency meetings are always attended by school staff and every effort is made to support whole families, where we can, recognising that the learning of children from vulnerable families can be significantly hindered by their basic needs not being fully met. For example, providing free morning breakfast club and after school club for children eligible for Pupil Premium funding. We have seen significant impact on attendance, engagement and attitude to school and learning, for children to whom we have provided such support.

We, in close liaison with our Parent Teacher Association (Willingham School Association), organise school based and community events and strive to involve families fully in school life. We organise curriculum events in order that parents and carers can provide effective support for their child's learning.

We recognise how important attendance and punctuality are, if children are to make the progress of which they are capable. We work very hard with pupils and families to ensure this remains a key priority. At Willingham Primary School, we see a close correlation between absence and persistent lateness and low attainment and slow progress. As a school, we proactively bring together professionals from various agencies and we are relentless in implementing the Local Authority's guidelines.

With the allocation of Attendance Officer time, one day per week, we have seen significant improvement in attendance rates over the last three years for all groups; this had been one of our last Ofsted Inspection priorities. The Local Authority has expressed their appreciation for the school's commitment to the guidance and they have directed other schools to look at our processes with a view to them replicating the significant impact we have seen at Willingham.

Attendance	
2014-2015	95.55%
2013-2014	94.60%
2012-2013	93.56%

Closing the gap is core to our work and all those working with the children have a level of accountability to develop practice which supports this aim. Numerical appraisal targets also reflect these aims.

Main objectives of Pupil Premium Grant provision

We recognise each pupil as an individual and as a result consider that there is no "one size fits all". By identifying individual barriers our dedicated team of teachers and support staff are committed to meeting the pastoral, social and academic needs of all children within a caring environment. At Willingham Primary School we maintain a culture among all stakeholders, including parents, for high aspirations and ensure our key objectives are:

- Narrow the achievement gap between pupil premium pupils and the rest of the year group.
- Ensuring all teaching is at least good for all children.

We will ensure that all our vulnerable pupils have their needs clearly identified by recognising the barriers to learning and we closely monitor and track their progress through school.

The allocation of the Pupil Premium Grant for 2014-2015 has enabled the following interventions/strategies to take place :

- Deployment of Teaching Assistants during morning sessions when classes are being taught core subjects, allowing Quality First Teaching to take place
- Train staff in high impact Literacy and Maths interventions
- Substantial 1:1 support for children who would otherwise not cope in mainstream school
- Ensuring a good start and end to the school day by provision of Breakfast Club and After School Club, where needed.
- Access to Residential trips for older children
- Financial support for school trips
- Financial support for extra curricular activities including 1:1 tuition e.g. peripatetic music lessons for higher attaining Pupil Premium children
- Access to a range of extra curricular clubs e.g. gym, and football.
- Purchase of uniform, toiletries and washing machine so children in families without such facilities come to school clean and in uniform
- Tuck shop provision for all pupil premium children
- Y6 Booster Maths Breakfast Club

We aim to:

1. Secure effective teaching and learning for all and to enhance achievement and wellbeing, irrespective of personal circumstances.
2. Make a commitment to creating a learning community based on high trust and interdependence with explicit values and a shared language centred on genuine respect and high performance.
3. We aim for each of us to be outstanding practitioners in all we do.
4. Our school leadership and governance value the quality of teaching and learning as our core purpose. This requires the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement.
5. Grow leadership that is widely distributed across the school community and works through collective capacity rather than personal status. The focus is on middle leaders whose primary function is to model, monitor and secure effective learning and teaching.
6. Ensure that pupils and parents are active partners in the learning process with a direct role in the development of strategies which meet individual needs.
7. Secure active collaboration within school and working with other schools and professionals to ensure that the best practices and resources are available and shared with all.
8. Underpinning all of the above with rigorous and systematic planning, resource management and data-rich strategies to support effective teaching and learning.

Principles

In order to achieve our objectives and aims, all staff incorporates the following key principles.

Raising Aspirations

At Willingham Primary School we....

- Believe in ALL children
- Have 'no excuses' for underperformance
- Identify barriers and find solutions
- Motivate and encourage every child to achieve their best
- Celebrate academic and non-academic effort and successes

Know our Pupils

At Willingham Primary School we ensure that ...

- All teaching staff and support staff are aware of all pupil premium and other vulnerable children
- All staff are aware of the academic, social and emotional needs of our vulnerable children
- All teaching staff are involved in the analysis of data so we are fully aware of pupil strengths and required next steps
- We track and closely monitor all interventions to ensure they are having the desired outcomes
- We match the skills of support staff to maximise impact of interventions
- We work in partnership with parents to support children both at school and at home to help every child achieve their potential.

Number of Pupils and Pupil Premium Grant received 2014-15

Total number of pupils	340
Total number of pupils eligible for pupil premium	55
Percentage of pupils eligible for pupil premium	16.2%
Total amount of Pupil Premium Grant received	£71,700

Number of Pupils and Pupil Premium Grant to be received 2015-16

Total number of pupils	353
Total number of pupils eligible for pupil premium	51
Percentage of pupils eligible for pupil premium	14.4%
Total amount of Pupil Premium Grant received	£68,480

Pupil Premium Expenditure and Outcomes 2014-15

September 2014 – July 2015

Action	Cost	Objective	Outcome
Teaching Assistants in all classes during core subjects	£26,500	To facilitate and increased percentage of Quality First Teaching across the school.	Improved progress and outcomes for pupils at the end of Key Stage One and improved attainment at the end of Key Stage Two.
1:1 support for children who would otherwise not cope with mainstream school including lunch cover	£27,750	To support targeted pupils' successful integration into mainstream school.	Very successful integration of key vulnerable pupils into mainstream school, showing good levels of measurable progress being made.
Financial support for Residential Trips and subsidising suggested donations towards costs of school trips	£2,500	To ensure that those vulnerable pupils with relatively limited enrichment opportunities are offered rich, stimulating and challenging experiences.	Pupils' improved engagement in their learning and heightened sense of 'belonging' and having a stake in the school experience (right of passage) and their own education.
Financial support for 1:1 extra curricular activities including peripatetic music lessons	£500	To provide enrichment opportunities in order to ensure a broad range of educational opportunities, and to further support the development of the whole child, including their sense of self worth and self esteem.	Increased confidence and a new dimension to the learning experience at school.

Access to a range of extra curricular clubs e.g. Gym and football	£400	To provide enrichment opportunities in order to ensure a broad range of educational opportunities, and to further support the development of the whole child, including their sense of self worth and self	Significant impact of this provision on pupils' self-esteem and confidence.
Tuck shop provision for all KS2 pupil premium children	£950	To ensure that all disadvantaged children's basic welfare needs are met, recognising the significant adverse consequence of hunger on a child's ability to learn.	Pupils have their basic needs met, receive a nutritious mid morning snack, thereby boosting levels of concentration in the class, diminishing disruptive, disengaged behaviour.
Y6 Maths Booster Breakfast Club for 1 term	£500	To support all disadvantaged pupils in achieving their best academically.	Most disadvantaged under-attaining pupils attended sessions and, as a result, received additional teaching opportunities, in smaller groups.
Places at Breakfast Club and After School club provision	£2,280	To ensure that all disadvantaged pupils have the option to receive breakfast in a calm and enjoyable setting as well as high quality after school care. To ensure that parents have the option to work for longer hours, should the need arise	Parents have an option to work longer hours as children can be left at school from 7.45-6pm. Pupils begin their day of learning purposely and calmly. As a result, the climate of learning is improving. The after school club provides a safe and homely place in which children relax and play
Staff Training and supply cover	£5,000	Staff trained in delivering catch up programmes with a view to closing attainment gaps in learning, minimising negative impact on learning.	A number of disadvantaged pupils have accessed these programmes with some level of success in certain areas, although insufficient progress was seen as a result of poor progress at KS2.

Attendance – Administrative staff member released from office 1 day a week to dedicate time to improving attendance levels	£4,800	Monitor and liaise with EWO on attendance matters ensuring all children attend school regularly. Weekly awards for highest class attendance. Individual certificates for children issued half termly	Attendance for all pupils has improved over the last 3 years, year on year, for pupil premium pupils we have seen the following improvements: 2012/13 89.37% 2013/14 89.4% 2014/15 90.8%
Purchase of uniform, toiletries and washing machine	£520	To help ensure children who's families do not have these facilities to come to school clean and in school uniform	Pupils who may otherwise, have felt marginalised, are able to fully intergrate with their peers, and focus more effectly on their learning.
Total	£71,700		

Staff and Governors with specific responsibility for Pupil Premium

Named Staff: Mrs Vyveanne Francis (Headteacher), Mrs Laura Latham (Deputy Head)

Named Governors with specific responsibility for Pupil Premium: Mrs Hannah Francis