**WELLESBOURNE PRIMARY AND NURSERY SCHOOL**

***Living to Learn, Learning to Live***



Academic Year 2015 – 2016

**Disadvantaged Children**

**Pupil Premium Spending**

 **Position Statement**

**Matt Helme**

**Pupil Premium Lead**

**PUPIL PREMIUM EXPENDITURE AND IMPACT**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Allocation***  | ***Allocation spending***  | ***Target groups***  | ***Impact***  |
| £110,000 | Additional teaching staff for small group work and 1:1 tuition. SENCO now out of class and able to deliver support to individual children as needed. | Y1 – Y6 children  | ***The gap between FSM and non FSM has narrowed in some subjects in some year groups. However, this continues to be a mixed picture through the school.******SENCO support for individual children across the some had significant impact in their learning and emotional development. Parents report increased confidence in the school and work well with the SENCO and teaching team.*** |
| Additional teaching staff for third teacher for mathematics and English in Year 3, Year 4, Year 5 and Year 6. | Y3 – Y6 children | ***Smaller groups has resulted in higher / more secure knowledge in the new national curriculum. This is specifically noted in Y6, where writing and EGPS (the focus of this support) have exceeded national.*** |
| £50,000 | Learning Mentor. She is fully aware of the FSM children in each class and has close contact with all of the families. She also successfully liaises with other agencies. | Whole school | ***Programmes supported small groups of children and individuals to develop self-confidence and increase engagement, enabling them to access the curriculum more readily. At the LMs retirement party it was particularly noted the number of families who came to offer a personal thank you for her support.*** |
| An additional Learning Mentor who will shadow current mentor, who is due to retire July 2016. This will develop relationships with disadvantaged families and enable a smooth transition. | Whole school | ***Families and children feel comfortable with the new mentor. Her relationships have developed seamlessly, with families opting to work with her over the retiring LM. Any barriers to learning, stemming from PHSE related issues, are beginning to be broken down and children are demonstrating more confidence in school.*** ***Attendance and punctuality have improved – see Attendance and punctuality review.******Work with BW and family enabled him to achieve GDS reading and EXP mathematics in his Y2 SATs.*** |
| £18,000 | Additional experienced teacher in Year 6 to enhance provision and support small group FSM / SEN. | Year 6 | ***The gap between FSM and non FSM narrowed. Children with SEND will perform in line or better than those nationally.*** ***Y6 FSM (79%) outperformed non FSM (72%) in writing and narrowed the gap considerably in EGPS. (2%)*** |

|  |  |  |  |
| --- | --- | --- | --- |
| £5000 | Continue to resource home reading scheme so that books are vibrant and in good condition. | Y1 – Y6 | ***The gap between FSM and Non-FSM will narrowed. 54% children in Y2 in both FSM and non FSM at expected. Gap broadens again when greater depth taken account of.******TA read with children who did not get support from home.*** |
| £39,000 | Whole class music lessons which focus on improving self esteem and developing creativity.(Music specialist teacher) Additionally extra time is given to staff to develop their CPD. Autumn and Spring to focus on more able, particularly more able disadvantaged children. | Y1 – Y6 | ***Evaluations report more confidence and higher self-esteem. Children more engaged and enthusiastic about their learning.******Staff used additional time purposefully and developed greater understanding of mastery in mathematics which was reflected in the learning.***  |
| £28,000 | Educational Trips, Curriculum development and enrichment Funding towards educational residential trips | Y2 , Y6 and whole school | ***Opportunities enriched the educational and life experiences of children and engaged them in their current learning, thus supporting the majority of pupils to make good and better progress. Better use of variety in vocabulary was noticed in individuals as a result of aspects of these opportunities.******Year 6 met or exceeded national percentages in writing, mathematics, reading, writing, mathematics combined and EGPS and were 4% below in reading (1 child = 3.1%)*** |
| £12,000 | Digital Media and additional resources | Whole school | ***Additional ICT equipment supported the development of reading and mathematics skills.*** ***The percentage of children achieving national expectations in reading, writing and math’s, increases at the end of all key stages.*** ***Data not comparable to last year but it is worth noting that******Year 6 – see above******Year 2 – met or exceeded local in reading, writing, mathematics and reading, writing, mathematics combined.***  |
| £10,000 | Top up Home Reading Scheme to develop home reading with excellent up to date resources. | Whole School | ***Additional, high quality books, will develop a love of reading and encourage parents to participate in their child’s education.******Percentage of children reading gat home has increased, percentage of parents responding, in reading records, has increased.*** |

|  |  |  |  |
| --- | --- | --- | --- |
| £3000 | Work with Action for Children to support three individual families with complex needs. | Three individual children | ***Children engaged and motivated – ready to achieve potential. Self-esteem built and families better engaged with education.******Attendance and punctuality improved. PM increase in reading age of 1yr 6months over Spring and Summer term.*** |
| £2000 | Support families directly, as the need arises, and at the discretion of the Headteacher and governing body.  | Whole school | ***Programmes supported small groups of children and individuals to develop self-confidence and increase engagement, or create potential to enjoy enriched opportunities.******Support around uniforms and residential trips valuable and increased family morale and engagement.*** |
| Total: £277,000  | Allocation £274,937 |

**Free School Meals children compared to Non Free School Meals children**

**Mathematics**

**Reception (Number)**

**19 Children are eligible for pupil premium - 38% of the cohort**

|  |
| --- |
| **% of children achieving profile summary scores at the end of year** |
| **Emerging** | **Expected** | **Exceeding** | **Expected +** |
|  | **Good Level of Development** |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **26%** | **19%** | **58%** | **59%** | **16%** | **23%** | **74%** | **82%** |

**Reception (SSM)**

|  |
| --- |
| **% of children achieving profile summary scores at the end of year** |
| **Emerging** | **Expected** | **Exceeding** | **Expected +** |
|  | **Good Level of Development** |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **21%** | **13%** | **68%** | **81%** | **11%** | **0%** | **79%** | **81%** |

**Year 1**

**17 Children are eligible for pupil premium – 35% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **0%** | **8%** | **25%** | **25%** | **75%** | **67%** | **0%** | **0%** |

**24% of FSM children are also SEND compared to 24% of non FSM children. It should also be noted 6% of the 24% non FSM children are EAL and new to the country this year.**

**Year 2**

**28 Children are eligible for pupil premium - 56% of the cohort**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| BLW – below the standard of the pre-key stage | WTS – working towards the expected standard | EXS – expected standard | GDS – greater depth in the expected standard | EXS+ –the expected standard and greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **22%** | **4%** | **22%** | **22%** | **50%** | **59%** | **4%** | **23%** | **54%** | **82%** |

**56% of FSM children are also SEND compared to 13% of non FSM children.**

**Year 3**

**25 Children are eligible for pupil premium - 50% of the cohort**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **16%** | **4%** | **36%** | **32%** | **48%** | **64%** | **0%** | **2%** |

**40% of FSM children are also SEND compared to 16% of non FSM children.**

**Year 4**

**21 Children are eligible for pupil premium – 42% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **33%** | **21%** | **31%** | **18%** | **36%** | **61%** | **19%** | **14%** |

**40% of FSM children are also SEND compared to 29% of non FSM children.**

**Year 5**

**26 Children are eligible for pupil premium - 60% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **15%** | **18%** | **27%** | **19%** | **58%** | **63%** | **8%** | **12%** |

**82% of FSM children are also SEND compared to 68% of non FSM children.**

**Year 6**

**16 Children are eligible for pupil premium - 50% of the cohort**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| PKF – pre-key stage foundation | HNM – has not met the expected standard | WTS – working towards the expected standard | EXS – expected standard | GDS – greater depth in the expected standard | EXS+ –the expected standard and greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **6.5%** | **6.5%** |  |  |  |  |  |  |  |  | **69%** | **87.5%** |

**44% of FSM children are also SEND compared to 19% of non FSM children.**

**Reading**

**Reception**

**19 Children are eligible for pupil premium - 38% of the cohort**

|  |
| --- |
| **% of children achieving profile summary scores at the end of year** |
| **Emerging** | **Expected** | **Exceeding** | **Expected +** |
|  | **Good Level of Development** |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **36%** | **22%** | **53%** | **52%** | **11%** | **26%** | **64%** | **78%** |

**Year 1**

**17 Children are eligible for pupil premium – 34% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **12%** | **21%** | **7%** | **36%** | **81%** | **63%** | **18%** | **33%** |

**24% of FSM children are also SEND compared to 24% of non FSM children. It should also be noted 6% of the 24% non FSM children are EAL and new to the country this year.**

**Year 2**

**28 Children are eligible for pupil premium - 56% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| BLW – below the standard of the pre-key stage | WTS – working towards the expected standard | EXS – expected standard | GDS – greater depth in the expected standard | EXS+ –the expected standard and greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **15%** | **4%** | **22%** | **17%** | **57%** | **50%** | **7%** | **23%** | **64%** | **73%** |

**56% of FSM children are also SEND compared to 13% of non FSM children.**

**Year 3**

**25 Children are eligible for pupil premium - 50% of the cohort**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **0%** | **0%** | **56%** | **40%** | **44%** | **60%** | **0%** | **16%** |

**40% of FSM children are also SEND compared to 16% of non FSM children.**

**Year 4**

**24 Children are eligible for pupil premium - 49% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **12%** | **12%** | **29%** | **16%** | **59%** | **72%** | **4%** | **27%** |

**40% of FSM children are also SEND compared to 29% of non FSM children.**

**Year 5**

**26 Children are eligible for pupil premium - 81% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **15%** | **6%** | **31%** | **15%** | **54%** | **79%** | **0%** | **24%** |

**82% of FSM children are also SEND compared to 68% of non FSM children.**

**Year 6**

**16 Children are eligible for pupil premium - 50% of the cohort**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| PKF – pre-key stage foundation | HNM – has not met the expected standard | WTS – working towards the expected standard | EXS – expected standard | GDS – greater depth in the expected standard | EXS+ –the expected standard and greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **6.5%** | **6.5%** |  |  | **37.5%** | **24.5%** |  |  |  |  | **56%** | **69%** |

**44% of FSM children are also SEND compared to 19% of non FSM children.**

**Writing**

**Reception**

**19 Children are eligible for pupil premium – 38% of the cohort.**

|  |
| --- |
| **% of children achieving profile summary scores at the end of year** |
| **Emerging** | **Expected** | **Exceeding** | **Exceeding +** |
|  | **Good Level of Development** |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **53%** | **29%** | **47%** | **65%** | **0%** | **6%** | **47%** | **71%** |

**Year 1**

**17 Children are eligible for pupil premium – 34% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **12%** | **15%** | **38%** | **21%** | **50%** | **64%** | **0%** | **0%** |

**24% of FSM children are also SEND compared to 24% of non FSM children. It should also be noted 6% of the 24% non FSM children are EAL and new to the country this year.**

**Year 2**

**28 Children are eligible for pupil premium - 56% of the cohort**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| BLW – below the standard of the pre-key stage | WTS – working towards the expected standard | EXS – expected standard | GDS – greater depth in the expected standard | EXS+ –the expected standard and greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **19%** | **4%** | **30%** | **9%** | **52%** | **77%** | **4%** | **9%** | **56%** | **86%** |

**56% of FSM children are also SEND compared to 13% of non FSM children.**

**Year 3**

**25 Children are eligible for pupil premium - 50% of the cohort**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **12%** | **8%** | **52%** | **36%** | **36%** | **56%** | **4%** | **4%** |

**40% of FSM children are also SEND compared to 16% of non FSM children.**

**Year 4**

**21 Children are eligible for pupil premium – 42% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **10%** | **10%** | **36%** | **29%** | **54%** | **61%** | **0%** | **7%** |

**40% of FSM children are also SEND compared to 29% of non FSM children.**

**Year 5**

**26 Children are eligible for pupil premium - 81% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| B – working below expected standard | W –working within expected standard | S/S+ – working at or above expectations | S+ - working in greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **23%** | **12%** | **27%** | **0%** | **50%** | **88%** | **4%** | **8%** |

**82% of FSM children are also SEND compared to 68% of non FSM children.**

**Year 6**

**15 Children are eligible for pupil premium - 47% of the cohort.**

|  |
| --- |
| **% meeting or exceeding age related expectations at the end of year** |
| PKF – pre-key stage foundation | HNM – has not met the expected standard | WTS – working towards the expected standard | EXS – expected standard | GDS – greater depth in the expected standard | EXS+ –the expected standard and greater depth |
| **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** | **FSM** | **Non FSM** |
| **6%** | **7%** |  |  | **20%** | **18%** | **73%** | **76%** |  |  | **73%** | **76%** |

**44% of FSM children are also SEND compared to 19% of non FSM children.**