

## Lingdale Primary School – Pupil Premium Funding

### **Purpose:**

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel

### **Accountability:**

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online

How schools present the information in their online statement is a matter for each school. There is certain information that must be in the report: the school's pupil premium allocation in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the impact of this expenditure on the educational attainment of those pupils at the school, in respect of whom grant funding was allocated.

Performance:

- above average progress for disadvantaged pupils (85% at key stage 2 and 52% at key stage 4)
- above average attainment for disadvantaged pupils (62% at key stage 2 and 39% at key stage 4)
- closing in-school attainment gaps

## Pupil Premium Expenditure Report 2014/2015

<b>Numbers of Pupils and Pupil Premium Grant (PPG) Received: (Data from Autumn Term Census 2014)</b>	
<b>Total Number of Pupils on Role</b>	69
<b>Total Number of Pupils Eligible for PPG</b>	49
<b>Amount of PPG received per Pupil</b>	£1300
<b>Total amount of PPG Received</b>	£65,000.00

<b>Curricular and Wider Focus of PPG Spending - 2014/2015</b>	<b>Planned Support – 2014/2015</b>
<p>Educational experiences to support learning – educational visits or visitors to school</p> <p>Focussed work to support improved learning behaviour for vulnerable KS2 Children</p> <p>Counselling Service - 1 full day per week 1/2 day per week</p> <p>Specialist Behaviour Social and Emotional Development Support - 1/2 day per week</p> <p>EOTAS Assessment Place - two terms</p> <p>Fund 50% of the Residential weekend experience for Y5/6</p>	<p>Focussed EYFS intervention to enhance the speech, language and communication skills</p> <p>Small group Phonics work to secure at least phonics phase 4</p> <p>Focussed KS1 intervention for children at risk of not achieving 1b at end of Y1/ 2B at end of KS2</p> <p>Targeted Literacy and Numeracy intervention in Y3/4</p> <p>Fund two places at the Specialist Reading Class for children with dyslexia</p> <p>Fund 1 hour per week 1:1 session for 1 child with dyslexia</p>

**Measuring the Impact of PPG Spending – 2014/2015****Evaluation of the Impact of PPG Spending - 2014/2015**

The school will evaluate the impact on each pupil eligible for PPG at the end of each term.  
Support and interventions will be monitored half termly to ensure they match the needs of each pupil.

<b>Key Stage 1</b>	<b>Not eligible for PPG</b>	<b>Eligible for PPG</b>	<b>Attainment Gap</b>
% of Year 1 cohort attaining age related expectation reading	75%	66.6%	-8.4%
% of Year 1 cohort attaining age related expectation in writing	75%	66.6%	-8.4%
% of Year 1 cohort attaining age related expectation in mathematics	50%	66.6%	+25%
	<b>Cohort</b>	<b>Eligible for PPG</b>	<b>Attainment Gap</b>
% of Year 2 cohort attaining level 2b in reading	82%	67%	-15%
% of Year 2 cohort attaining level 2b in writing	64%	50%	-14%
% of Year 2 cohort attaining level 2b in mathematics	82%	67%	-15%
% of Year 2 cohort attaining level 3 in reading	18%	17%	-1%
% of Year 2 cohort attaining level 3 in writing	0%	0%	0%
% of Year 2 cohort attaining level 3 in mathematics	27%	17%	-10%

<b>Key Stage 2</b>	<b>Cohort (All children)</b>	<b>Eligible for FSM</b>	<b>Attainment Gap</b>
% of Year 6 cohort attaining level 4+ in reading (National Expectation)	60%	43%	-23%
% of Year 6 cohort attaining level 4+ in writing (National Expectation)	100%	100%	0%
% of Year 6 cohort attaining level 4+ in mathematics (National Expectation)	60%	43%	-23%
% of Year 6 cohort attaining level 5 in reading (National Expectation)	20%	14%	-6%
% of Year 6 cohort attaining level 5 in writing (National Expectation)	20%	14%	-6%
% of Year 6 cohort attaining level 5 in mathematics (National Expectation)	20%	14%	-6%
% of Year 6 children making at least 2 levels progress in reading	70%	57%	-27%
% of Year 6 children making at least 2 levels progress in writing	100%	100%	0%
% of Year 6 children making at least 2 levels progress in mathematics	60%	43%	-23%