



Allocation of Pupil Premium Grant 2013/2014

The Pupil Premium Grant (PPG) is additional funding to help close the attainment gap between children from low-income and other disadvantaged families and their peers. Pupils eligible for the Pupil Premium Grant are:

- Those entitled to free school meals
- Those classified as ‘children looked after’
- Children whose parents are Armed Service personnel

Schools are free to spend the PPG as they see fit. However we are accountable for how we use the additional funding to support pupils from low-income and disadvantaged families. We fully support the Chief Inspector’s view that by raising the attainment of the pupils eligible for this funding, we enhance their life chances. We believe that progress is essential. However, maximising academic outcomes through high attainment is what will change the life chances of each individual.

PPG Overview 2013 – 14	
Total pupils on roll	431
Total eligible for PPG	7.4% (32 pupils)
Total PPG received	£27,637

Support Provided 2013-14
<p>The funding enabled the school to provide:</p> <ul style="list-style-type: none"> • 1 to 1 teaching and reading support for targeted pupils • Small group teaching for targeted pupils • 1st Class @ Number Maths Intervention programme in Year 2 • Success at Arithmetic Maths Intervention Programme in Key Stage 2 • Writing Enrichment group in Upper Key Stage 2 • TRACKS groups in all Year Groups to improve spelling and reading • Enrichment opportunities such as Educational Visits and Residential Visits • Eco Club for Key Stage 2 to develop self-esteem and confidence • Drama Club for Key Stage 2 to develop self-esteem and confidence • Homework Club for Key Stage 2 to support pupils and parents • Curriculum Workshops for parents • After School Clubs for targeted pupils • Holiday Clubs for targeted pupils • Uniform for targeted pupils • Learning resources to allow the children to access the curriculum at home and school

Measuring Impact of PPG 2013 – 14
<p>Early Years Foundation Stage Attainment: 67% of PPG children achieved a good level of development (achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.) by the end of the school year, which was higher than the national average for all pupils of 60% and Surrey the Surrey Average for all pupils of 62%. Progress: In Reading, 100% of the PPG children made expected progress and 67% made better than expected progress by the end of the academic year. In Writing, 100% of the PPG children made</p>

expected progress and 67% made better than expected progress by the end of the academic year. In Number, 100% of the PPG children made expected progress and 17% made better than expected progress by the end of the academic year.

Next Steps:

- To assess and implement individual support needed for the children that did not achieve a good level of development.
- To target the majority of PPG children to make better than expected progress in Number by the end of EYFS next year.
- To continue to support all PPG children through the transition to Key Stage 1.

Year 1 Phonics Screening Check 2014:

100% of the Year 1 PPG pupils achieved the expected standard, which is higher than the national average of 63%. 100% of the Year 2 PPG pupils that re-took the screening check achieved the expected standard, which is higher than the national average of 60%.

Next Steps:

- To continue to support the Year 1 and 2 PPG pupils that have met the expected standard in Phonics through their transition to Year 2.
- To target 100% of the PPG children to achieve the expected standard in the June 2015 Phonics Screening Check.

Key Stage 1 & 2 Reading

Attainment: By the end of the 2013-14 academic year, 89% of the PPG group in Key Stage 1 and 2 met national attainment expectations, with 50% of group exceeding national attainment expectations. This was broadly in line with their peers at the school.

Progress: By the end of the 2013-14 academic year, 93% of the PPG group in Key Stage 1 and 2 met national progress expectations, with 93% of the whole group exceeding national progress expectations. This was above their peers at the school.

Next Steps:

- To continue to use the PPG funding to support those pupils that are working below national attainment or progress expectations for Reading through targeted intervention programmes and individual support.

Key Stage 1 & 2 Writing

Attainment: By the end of the 2013-14 academic year, 82% of the PPG group in Key Stage 1 and 2 met national attainment expectations, with 43% of the group exceeding national attainment expectations. This was broadly in line with their peers at the school.

Progress: By the end of the 2013-14 academic year, 93% of the PPG group in Key Stage 1 and 2 met national progress expectations, with 93% of the whole group exceeding national progress expectations. This was above their peers at the school.

Next Steps:

- To continue to use the PPG funding to support those pupils that are working below national attainment or progress expectations for Writing through targeted intervention programmes and individual support.

Key Stage 1 & 2 Mathematics

Attainment: By the end of the 2013-14 academic year, 89% of the PPG group in Key Stage 1 and 2

met national attainment expectations, with 46% of the group exceeding national attainment expectations. This was broadly in line with their peers at the school.

Progress: By the end of the 2013-14 academic year, 82% of the PPG group in Key Stage 1 and 2 met national progress expectations, with 79% of the group exceeding national progress expectations. This is broadly in line with their peers at the school.

Next Steps: Continue to use the PPG funding to support those pupils that are working below national attainment or progress expectations for Mathematics through targeted intervention programmes and individual support.

Other Outcomes:

Pupils, parents and teachers report that the children are happy at school and are well taught. The range of enrichment activities and support for parents has helped the children access the curriculum and build confidence and self-esteem, essential characteristics of successful learners.