

## Number of pupils and Pupil Premium Grant (PPG) received 2014-2015 (2013-2014)

|  |                                       |
|--|---------------------------------------|
| Total number of pupils on roll in January 2014         | 625 (620)                             |
| Number of pupils benefitting from PPG:                 | 269 /43% (233 / 38%)<br>of all pupils |
| Free School Meals Pupil Premium Grant                  | 112 / 18% (89 / 14%)                  |
| Service Children Pupil Premium Grant                   | 163 / 26% (144 / 23%)                 |
| Looked After Children Pupil Premium Grant              | 6 / 1% (6 / 1% children)              |
| Total amount of PPG received (£) April 2014-March 2015 | <b>£205,900 (£136,000)</b>            |
| Free School Meals Pupil Premium Grant                  | £145,600 ( £ 85,300)                  |
| Service Children Pupil Premium Grant                   | £ 48,900 (£ 50,700)                   |
| Looked After Children                                  | £11,400 (£00.00)                      |

### Impact summary of PPG spending plans for 2014/2015

- Our School Development Plan priority was to ensure that the progress of all children is accelerated. We invested the Pupil Premium Grant (PPG) to help children in receipt of the grant to progress and achieve at least as well as their peers academically and to develop their social and emotional well-being.
- As a result of employing additional teachers to facilitate greater personalisation of learning and support in Key Stage 1, progress in Reading, Writing and Maths in 2015 improved compared to 2014. Similarly, the gap was narrowed in Writing at the end of Key Stage 2.

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|--|---------------------------------------|--|--|
|  | Same or Better than Goosewell<br>2014 |  | Same or Better than Goosewell and National<br>2014 |
|--|---------------------------------------|--|--|

|         | Year 2<br>All pupils<br>X 85 | Pupil<br>Premium<br>FSM x 15 | Non-Pupil<br>Premium<br>X 70 | Year 6<br>All pupils<br>X 88 | Pupil<br>Premium<br>FSM x 22 | Non-Pupil<br>Premium<br>X 66 |
|---------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Reading | 15.6 (15.9)                  | 14.8 (14.3)                  | 15.8 (16.2)                  | 27.5 (27.0)                  | 27.3 (25.4)                  | 27.9 (27.5)                  |
| Writing | 14.5 (14.0)                  | 13.3 (13.0)                  | 14.8 (14.3)                  | 26.3 (25.3)                  | 26.2 (22.4)                  | 26.5 (26.2)                  |
| Maths   | 16.0 (15.7)                  | 15.0 (14.9)                  | 16.2 (15.8)                  | 26.5 (26.5)                  | 26.7 (24.0)                  | 26.6 (27.3)                  |

- Increased opportunities for Writing and Maths support in Years 3 and 4 resulted in focussed learning for those who required additional teaching and support. This has been evident in the improvements and better standards in Writing and Maths in books. However, like all schools, it has been difficult to make data comparisons with old and new assessment systems.
- Smaller Maths classes in Years 5 and 6 helped focus interventions and catch up for children who were very low ability and needed confidence with their Maths skills particularly number. This resulted in improved end of Key Stage 2 scores for Pupil Premium children.
- Read, Write, Inc support was introduced for children in Years 5 and 6 who needed a boost in their literacy skills. Again, this resulted in improved end of Key Stage 2 scores for Pupil Premium children.
- Additional SENCO time was used to support the educational provision of children with Special Educational Needs and Disabilities.
- The employment of a Reading Champion to promote our children's love of reading resulted in reading at home activities and challenges, a decision to focus on improving reading partnership between home and school in 2015-2016 and the promotion of reading across the school. Reading clubs for children who require additional support in Years 1, 2, 3 and 4 are well established with many families helping out at school.
- Pupil Progress Meetings between senior leaders and classteachers ensured that the progress of children in receipt of PPG was carefully tracked and any difficulties addressed early.

## **Impact summary of PPG spending plans for 2014/2015 continued**

- Support for children of Service families has been well regarded including having settling-in interviews and follow up liaison with staff / families as required, supporting catch-up and keeping-up interventions.
- The Parent Support Adviser supports families in need, leads the HMS Heroes group and liaises with Service families. Membership of HMS Heroes supports the wellbeing of service children and helps them make links with others in other schools in the city and across England.
- The commissioning of the Multi Agency Support Team (MAST) provides expert support for children who have emotional and social needs and barriers to learning, well-being and succeeding.
- Designated admin time supported admission and transition of service families.
- We provided in-school expert support for children with speech and language difficulties from the Foundation Stage onwards.
- Year 6 children had specialist teaching in Science, Music and French for four terms to release teachers to closely monitor the progress and provision of their children.
- Older children who are more able in Maths had additional teaching.
- We were able to subsidise residential experiences and music lessons for children on Free School Meals.
- We purchased iPads to help accelerate learning of PPG children.
- We subsidised Athletics and School Pupil Tracker for PPG children in Years 5 and 6.
- We purchased Maths and Literacy resources to accelerate learning of PPG children when taught in small groups.
- Leadership time was used to analyse data and to support staff.
- The employment of a Teaching Assistant to lead cookery lessons for vulnerable pupils on a timetabled and 'to meet a need' basis helped boost their self-esteem and speaking and listening skills.