

# Pupil premium grant expenditure: Report to parents: 2013/14



**CWA Academy Trust**  
Collaboration Support Excellence

## Overview of the school

| <b>Number of pupils and pupil premium grant (PPG) received</b> |         |
|--|---------|
| Total number of pupils on roll                                 | 305     |
| Total number of pupils eligible for PPG                        | 97      |
| Amount of PPG received per pupil                               |         |
| <b>Total amount of PPG received</b>                            | £77,730 |

## Nature of support 2013/14

### Aims:

- To narrow the achievement gap in English and maths by accelerating rates of progress for pupils in the target cohorts.
- To improve attendance.
- To improve levels of engagement with families and learners in challenging circumstances.

## Performance of disadvantaged pupils

Over last year, progress made by the non-disadvantaged cohort exceeded those disadvantaged pupils by less than 10% in Maths and Writing, but by 15% in Reading.

Of the cohort of disadvantaged pupils, those who made expected progress were broadly in line with national norms in Maths and Writing, but considerably below in Reading (60%). Non disadvantaged pupils performed broadly in line with national norms.

|  |  |
|--|--|
| In Y5, 100% pupils made expected progress in Reading Writing and Maths, and 80-90 exceeded expected progress.  | Non disadvantaged pupils did not perform as well, although in Reading and Writing over 90% made expected progress and at least 2/3 exceeded expected progress. In Maths, 82% made expected progress and half of pupils exceeded expectations.  |
| In Y4, in Reading and Writing, 81% made expected progress and 76% exceeded expectations in Reading and 64% in Writing. In Maths, 73% made expected progress and 56% exceeded it. Higher attaining pupils are performing very well.   | Among non-disadvantaged pupils, more than 80% made expected progress across all subjects and in Reading and Writing more than 75% pupils exceeded expected progress. In Maths this figure was lower at 36% (still above national levels)   |
| In Y3, all pupils made expected progress in Reading but only 12% exceeded this. In Writing 80% made expected progress but none exceeded and in Maths only 65% made expected progress with 12% exceeding. There is a clear achievement gap in Y3, but this is narrowing from last year. | Almost all non-disadvantaged pupils made expected progress in Reading and Writing, while 25% made better than expected. In Maths, 88% made expected progress, but again only 12% made better than expected progress.   |
| All disadvantaged children made expected progress in Reading and 50% exceeded this. In writing, 90% made expected progress and 56% made better than expected. In Maths, all children made expected progress, but only 10% made better than expected progress.                          | Non-disadvantaged pupils are being outperformed by their peers in terms of those making expected progress, but higher attainers in this cohort are making better progress.   |
| In Y1, disadvantaged pupils outperform their peers in all but writing, coming close to or exceeding nationally expected progress.  | Half of non-disadvantaged pupils made expected progress in writing. Those exceeding expected progress was matched by PP pupils.<br>Progress in reading which is perhaps the most accurate measure in Y1, is better among disadvantaged pupils, although higher attainers in this cohort do better. |
| In YR, 71% pupils overall achieved a Good Level of Development. 44% disadvantaged pupils achieved this. These figures compare to 52% and 19% nationally. The achievement gap at Nelson is 27% as opposed to 33% nationally.  |  |

## Record of PPG spending by item/project 2013/14

| Item/project  | Cost  | Objective  | Outcome   |
|---|-------|--|---|
| Create single age classes in Y1/2 to address underperformance in KS1  | £9919 | Part funding teacher salary to increase number of classes  | Rates of progress across the year group at least match nationally expected rates of progress.<br>Narrowing or closing of disadvantage gap.  |
| Provide children coming into YR with Learning Bags to bridge the summer holiday gap and communicate expectations to parents | £60   | Language of learning shared with parents and equipment/resources not normally accessed by children provided. | Children settled into YR very easily and parents were engaged from the beginning. EYFS assessments showed huge improvement from last year. 72% GLD – exceeds national expectations; 44% disadvantaged children with GLD as opposed to 19% nationally. |

| Develop a programme of Sound Discovery Support through KS2 to address underachievement and low attainment in phonics. | <b>£11996</b><br><b>£528</b> | Part fund SD trained TA to work with groups of children on phonics catch up. Buy Sound Discovery materials. TA to train other TA for delivery of programme next year. | Accelerated progress in reading across all year groups and narrowing or closing of disadvantage gap.   |  |           |           |               |       |       |     |       |       |     |       |       |
|---|------------------------------|---|--|--|-----------|-----------|---------------|-------|-------|-----|-------|-------|-----|-------|-------|
| Family Support Worker to focus on family support for vulnerable learners and co-ordinate support needed.              | <b>£13000</b>                | Part fund FSW salary; FSW working closely with SENCO and other agencies on accessing and providing best support for vulnerable learners – pastoral role.              | Much improved engagement of vulnerable families.   |  |           |           |               |       |       |     |       |       |     |       |       |
| Attendance/Admissions/Exclusions Manager to improve attendance of vulnerable learners                                 | <b>£13000</b>                | Part fund Attendance Manager's salary; AM working closely with outside agencies and parents of vulnerable learners in improving attendance of vulnerable learners.    | Attendance is improved by almost 2% over the year and exceeds that for PP children.<br><b>Pupil Premium Pupils Attendance data</b>   |  |           |           |               |       |       |     |       |       |     |       |       |
|   |                              |   | <table border="1"> <thead> <tr> <th></th> <th>2012/2013</th> <th>2013/2014</th> </tr> </thead> <tbody> <tr> <td>Forces Pupils</td> <td>92.7%</td> <td>94.7%</td> </tr> <tr> <td>LAC</td> <td>82.7%</td> <td>88.7%</td> </tr> <tr> <td>FSM</td> <td>91.8%</td> <td>93.6%</td> </tr> </tbody> </table> |  | 2012/2013 | 2013/2014 | Forces Pupils | 92.7% | 94.7% | LAC | 82.7% | 88.7% | FSM | 91.8% | 93.6% |
|   | 2012/2013                    | 2013/2014   |  |  |           |           |               |       |       |     |       |       |     |       |       |
| Forces Pupils   | 92.7%                        | 94.7%   |  |  |           |           |               |       |       |     |       |       |     |       |       |
| LAC   | 82.7%                        | 88.7%   |  |  |           |           |               |       |       |     |       |       |     |       |       |
| FSM   | 91.8%                        | 93.6%   |  |  |           |           |               |       |       |     |       |       |     |       |       |
| Catch Up Maths provision for accelerating progress in KS2   | <b>£3404</b>                 | TA to deliver Catch Up maths to KS2 learners who need to make accelerated progress. Part fund salary.   | Progress in Maths across KS2 accelerated.<br><br>Narrowing or closing of disadvantage gap.   |  |           |           |               |       |       |     |       |       |     |       |       |
| Notional budget to support PP learners in resources and equipment, trips etc £300                                     | <b>£26100</b>                | Funding of educational trips and opportunities for disadvantaged learners   | Involvement of all in extra curricula activities. Engagement of families and parents as well as pupils in embedding the ethos of the school. As evidenced in our most positive Parent Survey to date,  |  |           |           |               |       |       |     |       |       |     |       |       |