



Guiding us
step by step
into the future

Durham Close Telephone: 01242 523827
Cheltenham Facsimile: 01242 227810
GL51 3DF
E-mail: admin@wardenhill.gloucs.sch.uk
Web Site: www.wardenhill.gloucs.sch.uk
Headteacher: Mr. T. P. Hiatt B.Sc. (Hons)

Pupil Premium Statement 2016-17

This document contains:

Outcomes for children in receipt of Pupil Premium for the period 2015-16
Data is taken from Local Authority, FFT and Raiseonline analysis of 2014-16
results. Further data is available from the school on request.

The amount and planned use of the pupil premium allocation for 2016-17

Phonics screening in June 2016

Percentage of children achieving the expected score

	Year 1						Year 2 Cumulative					
	2014		2015		2016		2014		2015		2016	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	83	74	77	77	97	81	-	-	98	90	95	91
Boys	73	70	69	73	100	77	-	-	97	88	92	89
Girls	93	78	82	81	94	84	-	-	100	92	97	93
Disadvantaged	60	63	20	66	86	70	-	-	88	84	83	86
Other	85	78	82	80	99	83	-	-	100	92	96	93

Conclusion:

In 2016 the school as a whole did exceptionally well with Year 1 phonics. Pupil premium children out-performed all pupils nationally. In Year 2 the percentage of pupil premium children cumulatively achieving the phonics screening level was slightly below the same group nationally. However, the gap was closed significantly from the previous year and interventions are in place to support those children not achieving the level yet.

Overall the allocation of resources for phonics was very successful particularly in Year 1.

Children at the end of Key Stage 1 in 2016

Please note that the assessments of 2015 and 2016 are very different in nature and as such are difficult to compare.

2016	Warden Hill /National							
	Reading	Writing	Maths	Science				
	% achieving the expected standard or above	% achieving the expected standard or above	% achieving the expected standard or above	% achieving the expected standard or above				
Eligible for Pupil Premium	17	0	17	17				
All pupils	73/74	65/65/	68/73	79/82				
2015								
	% Achieving level 2 or higher	% Achieving level 2 or higher in	% Achieving level 2 or higher	% Achieving level 2 or higher	Average points score for reading	Average points score for writing	Average points score for maths	Average points score for science
Eligible for Pupil Premium	100	100	100	100	15.7	13.7	15	15
Not eligible for Pupil Premium	97	95	97	100	17.4	16	17.2	17.2

Conclusion:

The children in receipt of pupil premium did less well this year than the excellent results they achieved last year. There were a number of focused interventions which though making progress did not allow the majority to reach the expected level. The new assessments and external moderation affected the outcomes considerably.

The funding was well used whilst further development of the type of intervention delivered will be explored.

Children at the end of Key stage 2 in 2016

2016	Reading	Writing	Maths		Reading	Writing	Maths	GPS
	Progress made	Progress made	Progress made		% at expected or above	% at expected or above	% at expected or above	% at expected or above
Eligible for Pupil Premium	3.03	-2.14	0.34		83	67	83	83
All pupils WHPS	2.5	-0.91	1.1		75	78	83	85
All pupils national	0	0	0		66	74	70	72
2015	Reading	Writing	Maths	GPS	Reading	Writing	Maths	
	% Achieving level 4 or higher	% Achieving level 4 or higher	% Achieving level 4 or higher	% Achieving level 4 or higher	% expected progress or more	% expected progress or more	% expected progress or more	
Eligible for Pupil Premium	100	88	63	63	86	100	71	
Not eligible for Pupil Premium	94	89	85	91	96	92	88	

(GPS - grammar, punctuation and spelling)

Conclusion:

The children in receipt of pupil premium have done as well or better than all pupils in nearly all areas (writing being the only exception and in that area the school pupil premium children did considerably better than the national).

Pupil premium funding was very well employed with this cohort.

Internal tracking

Points progress in the year 2014-15 for all pupils according to the 'non-level' tracking system

2015	Reading	Writing	Maths
Eligible for Pupil Premium	3.1	3.0	3.2
Not eligible for Pupil Premium	3.8	3.3	3.5

Attainment average across the school at the end of 2014-15 for all pupils according to the 'non-level' tracking system

2015	Reading	Writing	Maths
Eligible for Pupil Premium	22.3	20	21

Not eligible for Pupil Premium	19.5	17.5	18.8
--------------------------------	------	------	------

Although pupils eligible for pupil premium have made slightly less progress in the last year, their attainment is above that of those not eligible suggesting no significant gap. Outcomes would support a judgement of effective use of pupil premium funding.

In 2013-14 the school's own tracking systems showed children in receipt of Pupil Premium making an average of 4 APS progress whilst the non-recipients made 4.1 APS progress. This small gap is far less than the national or local averages and suggests that the premium is being very well spent at Warden Hill Primary School.

Overall: Pupil premium funding is having a very significantly positive impact on the attainment and achievement for pupils eligible for pupil premium.

Planned Spending for 2016-17

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils. Warden Hill Primary School receives pupil premium for:

- children that are cared for or adopted from care
- children whose parents are in the armed forces
- every pupil who has received free school meals over the past 6 years.

We will tell you if your child is eligible for the funding or you can check online using a 'Free School Meals / Pupil Premium Service' at www.fsm.lgfl.net.

Children in Reception and KS1 are automatically entitled to a free school lunch; however, registering your child for free meals will entitle them to additional support.

Warden Hill Primary School seeks to ensure the effectiveness of its use of the Pupil Premium. We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

What support do we offer?

Enriching the Curriculum

- Quality first teaching including marking and feedback
- Whole school theme days
- Class trips
- Workshop and Theatre performances
- After school enrichment clubs
- Use of specialist staff: Art, Music, PE
- Residential trips
- Swimming lessons

Targeted Support

- Tailoring intervention to suit each child
- Reading Support (reading recovery style)
- Small group support
- 1:1 tuition
- Speech and Language support
- English as an additional language support
- Use of high quality IT hardware and software
- Homework clubs

Well-being Support

- Art therapy
- Pastoral support worker
- Pupil Coaching
- Parent support sessions

Staff Training

- Regular staff training e.g. ICT programmes

Date: 01/04/2016			
Ever 6			55
Looked after			2
Services children			5
E6 funding			£72,600.00
LAC funding			£3,800.00
SC funding			£1,500.00
Total funding			£77,900.00

Warden Hill Primary School

Action Plan 2016-2017

Area: Pupil Premium

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children	
59	31`	28		0	3	2	
<u>Target (What?)</u>	<u>Intended Impact (Why?)</u>	<u>Process (How? And When?)</u>	<u>Staff (Who?)</u>	<u>Monitoring of Process (Who? And How?)</u>	<u>INSET Resources</u>	<u>£</u>	<u>Impact</u>
<p>Target 1</p> <p>To ensure that all pupils in receipt of PP funding make expected progress. Where there is a gap between them and their peers this gap is diminished</p> <p>Sutton Trust:</p> <p>Small group tuition</p>	<p>That PP children attain across the subjects in line with non-PP</p>	<p>To use SPTO and recent online assessments/paper assessments to establish a baseline.</p> <p>Identify gaps in learning from tests and devise interventions based on</p>	<p>GF, RN and AN other</p>	<p>Class teachers and TAs have oversight of the interventions and the progress each individual makes.</p>	<p>Time during pupil progress meetings to focus on PP children.</p> <p>Release time for AN other to take the</p>	<p>GF, RN and AN other</p> <p>Release time for PPM and Pupil conferences</p>	<p>That all staff are aware of PP children</p> <p>To ensure progression of the children's learning progresses at the same rate or accelerates to diminish the divide between them and their peers.</p>

<p>Moderate impact for moderate cost, based on limited evidence. +4 months</p>		<p>these</p> <p>Interventions delivered by TAs for set period of time</p> <p>Interventions reviewed by class teachers and TAs and this is shared at Performance management meetings as per the targets set.</p>		<p>RN to take in intervention tables and meet with TAs re the impact of them.</p> <p>End of each block of 10 weeks intervention reviewed by TA and class teacher and adjustments made.</p> <p>PP conferences to discuss their thoughts on their</p>	<p>pupil conferences in Autumn 2 term and Summer 1. Identify targets.</p>		
--	--	---	--	---	---	--	--

				learning needs. What would make a difference to them - Wish List.			
<u>Target (What?)</u>	<u>Intended Impact (Why?)</u>	<u>Process (How? And When?)</u>	<u>Staff (Who?)</u>	<u>Monitoring of Process (Who? And How?)</u>	<u>INSET Resources</u>	<u>£</u>	<u>Impact</u>
To deliver 1:1 intervention for selected PP who are most at risk in not diminishing the divide Sutton Trust One to one tuition Moderate impact for high cost,	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.	1:1 sessions that take place for 30 min Sessions take place in the pm. YR- Y1 Y2 Y3 Y4-	RN- KS1 CP - Y3 ? KS2	RN to monitor KS1 and GF to monitor KS2 RN and GF to meet every half term on the progress and changes required.	RN time on Monday and Tuesday for 1:1 sessions An additional PP teacher in KS2 Any	Costing of PP teacher for 3 afternoons a week Cost of any other identified resources.	That the act risk PP children make progress in there ARE in the specific areas that have been identified.

<p>based on extensive evidence. +5 months</p>	<p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Y5- Y6-</p>		<p>RN and GF to feedback information to CT and TAs and advise of any additional needs or programmes required to support the progress in class.</p>	<p>additional resources that are required to supplement 1:1 sessions</p>		
<p><u>Target (What?)</u></p>	<p><u>Intended Impact (Why?)</u></p>	<p><u>Process (How? And When?)</u></p>	<p><u>Staff (Who?)</u></p>	<p><u>Monitoring of Process (Who? And How?)</u></p>	<p><u>INSET Resources</u></p>	<p><u>£</u></p>	<p><u>Impact</u></p>
<p>To offer and pay for music tuition for all PP children: Drumming Brass</p>	<p>The impact of arts participation on academic learning appears to be positive but</p>	<p>All PP children in KS2 are given an opportunity to take up a musical instrument. Letter written and</p>	<p>ET and JH</p>	<p>ET to monitor the uptake of lessons and keep a music list of students in</p>	<p>none</p>	<p>PP monies to peripatetic teachers</p>	<p>A more confident approach to their learning. This enables them to be more confident when struggling with new</p>

<p>Violin</p> <p>Sutton Trust</p> <p>Arts participation</p> <p>Low impact for low cost, based on moderate evidence.</p> <p>+2 months</p>	<p>low. Improved outcomes have been identified in English, mathematics and science learning.</p>	<p>distributed to parents.</p>		<p>receipt of lessons</p>			<p>concepts in lessons.</p>
<p><u>Target (What?)</u></p>	<p><u>Intended Impact (Why?)</u></p>	<p><u>Process (How? And When?)</u></p>	<p><u>Staff (Who?)</u></p>	<p><u>Monitoring of Process (Who? And How?)</u></p>	<p><u>INSET Resources</u></p>	<p><u>£</u></p>	<p><u>Impact</u></p>
<p>To ensure that no PP child's attendance drops below 90%</p> <p>'The making the difference in attending school target!'</p>	<p>To ensure that all PP are in school for all lessons. No key learning is missed in the core subjects.</p>	<p>Breakdown of attendance reports in order to monitor persistent absenteeism</p>	<p>MN</p>	<p>RN and GF</p>	<p>none</p>	<p>none</p>	<p>Children are motivated to come to school and attendance remains above 90%. As a result progress is maintained.</p>

<u>Target (What?)</u>	<u>Intended Impact (Why?)</u>	<u>Process (How? And When?)</u>	<u>Staff (Who?)</u>	<u>Monitoring of Process (Who? And How?)</u>	<u>INSET Resources</u>	<u>£</u>	<u>Impact</u>
<p>To timetable PP children onto SEL sessions as and when required.</p> <p>Sutton Trust</p> <p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence. +4</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</p>	<p>Available to all PP at any time.</p> <p>GF and VS to draw up a provision map for any PP child currently receiving SEL.</p>	<p>VS</p>	<p>Cross ref PP with VS groups currently</p>	<p>none</p>	<p>VS pastoral support hours</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>