

## Pupil Premium Information 2013-2014

The pupil premium funding that is received by the school annually is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning. We have utilised strategies from “Narrowing the Gap”, the Capita conference (Implementing the Pupil Premium) and the Sutton Trust EEF toolkit; which have been researched and analysed extensively, to inform us of the best ways to use this money. We have taken an action research approach to ensure the initiatives we are introducing have impact on the children’s well being and learning.

Below is a summary of how the pupil premium was used at Lyndhurst First School during 2012/13 and its planned use for 2013/14.

### 2012/13

Pupil premium allocation £35, 477 (53 pupils)

### 2013/2014

Pupil premium allocation £53, 100 (59 pupils)

At Lyndhurst First School we are directing the funding to support the following planned interventions:

- Breakfast club
- Extra- curricular activities
- Enrichment activities
- Learning mentors
- Play therapists
- Parental workshops
- Residential visits
- Social/ cultural visits
- Social skills groups (The Root of it)
- Additional SEN TA time focusing on play and social, emotional development
- Daily accelerated readers
- Maths, reading and writing intervention groups (Head teacher, Deputy Head teacher, SENCO, Teacher and TA led)
- Every Child Counts (1<sup>st</sup> class) HLTA led
- Additional Forest Schools & Beach school sessions
- Art specialist working in school
- Additional Letterland and Maths packs in Year R

In addition to this we will be spending our money on:

- Appointing a highly skilled teacher to work with this group in order to accelerate achievement.
- Providing additional Beach schools and Forest schools sessions
- Linking with Worthing Museum to provide cultural experiences

- Providing opportunities to attend theatrical events
- Creativity project with Chichester University – Grow it, Cook it, Eat it

### Impact

The assessment data across the school is closely monitored each half term and interventions groups are set up for under achieving children. These groups are responsive to changes in children's accelerated progress and children can leave and join throughout the term. The impact of the groups is closely monitored using the assessment data gathered for each child.

The year teams meet regularly with the deputy head teacher and special needs coordinator (SENCO) to discuss provision for the children in the year group and share information and good practice in order to overcome the children's barriers to learning.

All staff work hard to engage parents, share successes and provide support and guidance of how parents can support work at home.

### Progress and Attainment

- 12 children were supported by PP funding in Year R (2012-2013). 3 of these children were also SEN (two were statemented). All children were below or well below their developmental band in age and months at baseline. The average score of this group at the end of the year was 31 (out of 51). This compares to non-PP at 35, and the national pilot for PP at 30. Therefore attainment exceeded the pilot and achievement for this group was good/outstanding.
- In Year 1, 19 children were supported with the PP funding. 2 children left during the school year. Of the 17, 42% were also on the SEN register (2 children have statements). 47% of these children were vulnerable. The impact of the pupil premium funding in year 1 (2012-2013) ensured that PP made progress in line with progress of non-PP. In Reading, the PP and non-PP made good progress at 6.0  
In Writing, the PP and non-PP made above expected progress at 5.0  
In Maths, the PP and non-PP made good progress at 6.0  
The progress of the PP without SEN exceeded progress of non-PP in reading and Writing demonstrating that our Reading Recovery initiative is indeed accelerating progress.  
In Reading, 82.3% of children met ARE (age related expectations), 30% exceeded.  
In Writing, 53% of children met ARE, 18% exceeded.  
In Maths, 71% of children met ARE, 53% exceeded.
- Pupil premium funding in Year 2 (2012-2013) supported the good progress of 16 PP children, 31% were also on the SEN register (4 of these are SA+). 25% of these children joined us in September 2012, only 56% had a reception year with us. 44% of these children are vulnerable.

The progress of both groups was good, but PP children's progress exceeded that of non-PP children which demonstrates that our interventions were accelerating progress and closing the gap between the attainment of each group.

Across KS1 the PP without SEN made good progress in Reading and outstanding progress in Writing and Maths.

Due to the SEN needs in this group and the 25% new to the cohort, the attainment of this group at 2b+ was in line with the national comparison for PP.

Attainment in Reading, Writing, Maths and Science at Level 3+ was well above the average national PP figure.

In Reading, 44% were above ARE. In Writing, 25% were above ARE. In Maths, 31% were above ARE.

- Pupil premium funding in Year 3 (2012-2013) supported the good progress of 12 PP children, 67% were also on the SEN register (2 of these were statemented). 50% were vulnerable. 50% had a reception year with us.  
The PP and non-PP children made good progress in all areas.  
In Reading, 75% achieved ARE (an increase from 54.5% at the end of Year 2)  
In Writing, 50% achieved ARE (an increase from 36% at the end of Year 2)  
In Maths, 83% achieved ARE (an increase from 55% at the end of Year 2)  
Demonstrating the accelerated attainment this group have made.