

Pupil Premium 2012 to 2013

We received £16,821

28.1% of children in school are on Free School Meals (FSM) an increase of 10% from the previous year

31% pupils in year 2 on FSM

Key Stage 1 Results for whole cohort

	Reading	Writing	Maths
Level 2+	80%	80%	93%
Level 2B+	80%	80%	86%
Level 2A+	66%	66%	73%
Level 3	13%	0%	0%

Commentary:

31% of the Y2 cohort on SEND register & receiving additional support.

3 SEND boys made better than expected progress in reading (thus narrowing the gap)

Maths results better than targets we set.

FSM 50% made expected progress in reading & writing

50% exceeded in reading & writing

100% exceeded in maths

33% of children on Free school meals in Y6

Key Stage 2 Results All Children

	Reading	Writing	SPAG	Maths
Level 4	100%	100%	90%	100%
Level 5	30%	60%	50%	40%
2 level gains	80%	100%	No previous test	100%
3 level gains	20%	40%	No previous test	10%

FSM 3/10 pupils

1 pupil achieved 3 level progress in reading & writing & 2 levels in maths

2 pupils made 2 level gains in reading, writing & maths.

There were no SEND pupils in this cohort

No significant boy/girl variations in reading, writing or maths

(Only 2 boys & 8 girls)

Implications arising from this data:

- Intervention programmes last year have clearly narrowed the gap for lower or average ability pupils.
- We have used our pupil premium funding to purchase an additional teacher to work with FSM pupils. She delivers programmes specifically tailored to meet the identified needs of the pupils.
- Some funding has been used to ensure that no families have been disadvantaged from allowing their Y5 pupil to attend Robinwood adventure centre. This is a valuable 3 day visit which motivates pupils to push themselves beyond their limits, encourages them to try out new challenges and in so doing boost their confidence. Children returning from this visit always have higher self-esteem which carries over into their academic work.
- Funding for transport to give access to a wider learning environment has also been used.