



Dog Kennel Hill Primary School

Pupil Premium Spending 2014/15

This section will be updated with data for 2015 pupil performance shortly. We are awaiting a full analysis of pupil groups which we will receive in our Raisonline report (normally available later in the Autumn term).

The Pupil premium is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM), who has been in receipt of them in the past or is considered to be a 'Looked After Child' (in local authority care/ fostered). These groups together are classed as '*Disadvantaged*'.

Nationally, the statistics show that students who are *Disadvantaged* do less well than their peers in external exams. The aim of this money is to try to close that attainment gap. At Dog Kennel Hill Primary School 9% of pupils are in receipt of FSM. We view the needs of all pupils as important and we strive to create the best opportunities and experiences for every single pupil at the school.

We are required to publish how much Pupil Premium money we receive and how we have chosen to spend that money. We are also required to publish the results for students who are disadvantaged compared with their peers. Below is a summary of that information.

Income (Pupil Premium)

2014-2015 = £190,343

What do we spend the money on?

- Specialist Teachers to run daily intervention groups to support children identified with specific literacy and maths difficulties;
- Year 6 booster classes after school and at lunchtime for Year 6 children at risk of not achieving age-related expectations at the end of the year in Maths;
- Additional LSA support in the Foundation Stage to increase the pupil:adult ratio, improve access to targeted small group work and enable speech and language programmes to be implemented;



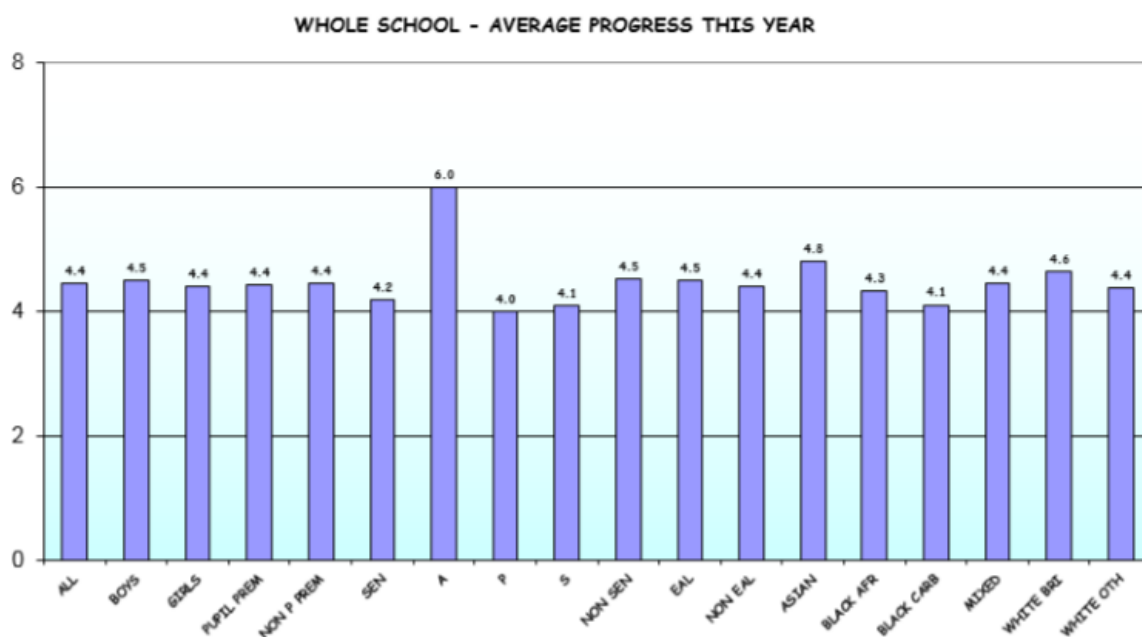
- Additional speech and language therapist time to support children with speech and language delay and disorders;
- Learning Mentor to support small groups of children with their social skills so that they can work more successfully with their peers in class;
- Trained Reading Volunteers from Beanstalk to work with children who are below age related expectations in reading;
- Purchase of subsidised revision and catch-up materials for Y3,4 and 6;
- Equipment to support individual pupils (SEN, ICT, Phonics);
- Assistance with the cost of a wide and rich range of curriculum trips, curriculum activities and other school trips including residential trips which we subsidise (e.g. School Journey).
- Full time Safeguarding officer appointed to ensure that all children achieve good or better levels of attendance, enabling them to succeed in school and in the future;
- Established a Forest school to support young children from disadvantaged backgrounds who don't have access to outside spaces on a regular basis at home;
- Use of a performing arts company to support speaking and listening through drama, music and dance;
- Bought in additional consultant to support to raise attainment in reading and writing across the school;
- Gardening Club, which specifically targets vulnerable children to increase their confidence and attitude.



IMPACT

How well do disadvantaged students (in receipt of FSM/LAC) do at DKH?

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This graph shows that last year, average progress across the school was 4.4 for Pupil Premium children, well above the standard 3 points required, and that the score was identical for non-Pupil Premium children in the school.

The following tables highlight the good progress that has been made by this group of children following the various interventions put in place. The school is aware that Y2 and Y4 are focus year groups and continued and additional support will be in place for children within this year group, both FSM and non-FSM as needed.

Year Group		Average Progress This Year			
Year 1		Reading	Writing	Maths	Reading, Writing and Maths
	ALL (85)	5.0	4.6	5.3	4.9



National end of year expectation: Level 1a/2c <i>(11 APS)</i>	Pupil Premium (10)	5.4	5.2	5.4	5.3

Year Group		Average Progress This Year			
Year 2 National end of year expectation: Level 2b <i>(15 APS)</i>		Reading	Writing	Maths	Reading, Writing and Maths
	ALL (56)	4.7	2.8	3.6	3.7
	Pupil Premium (6)	4.3	3.0	2.3	3.2

Year Group		Average Progress This Year			
Year 3 National end of year expectation: Level 2a/3c <i>(18 APS)</i>		Reading	Writing	Maths	Reading, Writing and Maths
	ALL (60)	5.1	5.5	5.4	5.3
	Pupil Premium (7)	4.9	5.7	5.1	5.2

Year Group		Average Progress This Year			
Year 4 National end of year expectation: Level 3b		Reading	Writing	Maths	Reading, Writing and Maths
	ALL (55)	2.5	2.8	3.5	3.0
	Pupil Premium (4)	0.8	2.5	0.5	1.3



<i>(21 APS)</i>					
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Year Group		Average Progress This Year				
Year 5		Reading	Writing	Maths	Reading, Writing and Maths	
	National end of year expectation:	ALL (55)	4.4	4.7	4.6	4.6
	Level 3a/4c <i>(24 APS)</i>	Pupil Premium (12)	4.3	4.3	4.5	4.4

Year Group		Average Progress This Year				
Year 6		Reading	Writing	Maths	Reading, Writing and Maths	
	National end of year expectation:	ALL (59)	4.1	5.7	4.6	4.8
	Level 4b <i>(27 APS)</i>	Pupil Premium (7)	6.0	5.4	4.3	5.2



Year 6 SATs (2015)

<i>Measure</i>	Level 4 Disadvantaged (National average for this group last year)	Level 4 Not Disadvantaged (National average for this group last year)	Level 5 Disadvantaged (National average for this group last year)	Level 5 Not Disadvantaged (National average for this group last year)	Level 6 Disadvantaged (National average for this group last year)	Level 6 Not Disadvantaged (National average for this group last year)
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Reading	86% (85%)	94%	43% (35%)	55%	0% (0%)	0%
Writing	86% (76%)	96%	14% (20%)	49%	0%	8%
Maths	100% (78%)	92%	14% (28%)	51%	14%	14%

We are focusing efforts on increasing the proportions of our pupils who achieve Level 5 and 6 amongst all our pupils in Year 6 next year.

Progress from End of Key Stage One to End of Key Stage 2 in Reading Writing and Maths (2015)

	<i>Disadvantaged</i>	<i>Not Disadvantaged</i>
Average Point Score increase from end of Year 2 to end of Year 6	16.0	16.0

Percentage of *Disadvantaged* pupils at DKH making 2 levels progress from end of KS1 to end of KS2 compared to *Disadvantaged* pupils nationally

Reading		Writing		Maths	
DKH	National	DKH	National	DKH	National
100%	88%	100%	90%	100%	85%



Year 2 assessments (2015)

	Level 2	Level 2 Not	Level 3	Level 3 Not
Measure	Disadvantaged	Disadvantaged	Disadvantaged	Disadvantaged
Reading	67%	86%	0%	16%
Writing	83%	84%	0%	10%
Maths	83%	88%	0%	16%

Conclusion

Due to precision intervention, additional resources and targeted provision across the school we have reduced the gap between our FSM and non FSM children across the school. There are still areas where more work needs to be done and we are aware of the issue that exists in Y2 and Y4. Despite the results in KS1, in the context of their performance during EYFS (only 48% attained GLD) the children have caught up significantly, although this journey to parity is still ongoing. The school and our governors are very pleased with our continuing success in closing the gap for all vulnerable pupils, while raising attainment for all. We plan to assess our interventions regularly throughout the next year, putting in timely and effective support where needed to ensure that this group of children make good progress, along with their peers.