



Knowsley Lane Primary School

Pupil premium grant expenditure report to parents: 2015/16

Number of pupils and pupil premium grant (PPG) received for 2015/16	
Total number of pupils on roll	248
Total number of pupils eligible for PPG	171 (69%)
Amount of funding received per FSM pupils	£1320
Total amount of funding received	£225 720

Previous Performance of Pupil Premium Pupils (2014/15)
<ul style="list-style-type: none">• 59% of children in Early Years achieved a good level of development by achieving ELG in PSED, CCL, physical, read, write, number, shape, space and measures.• The percentage of Year 6 disadvantaged children achieving L4+ in all subjects was 70% compared to 70% nationally.• The percentage of Year 6 disadvantaged pupils achieving level 5+ in all subjects was 9% compared to 13% nationally.• 83% of Year 6 disadvantaged pupils achieved Level 4+ in reading compared with 83% nationally.• 91% of Year 6 disadvantaged pupils achieved Level 4+ in writing compared with 79% nationally.• 74% of Year 6 disadvantaged pupils achieved Level 4+ in maths compared with 80% nationally.• 9% of Year 6 disadvantaged pupils achieved Level 5+ in reading.• 17% of Year 6 disadvantaged pupils achieved Level 5+ in writing.• 17% of Year 6 disadvantaged pupils achieved Level 5+ in maths.• The attainment of Year 6 disadvantaged pupils in reading was 26.0 APS compared to 27.6 nationally.• The attainment of Year 6 disadvantaged pupils in writing was 27.5 APS compared to 26.6 nationally.• The attainment of Year 6 disadvantaged pupils in maths was 26.7 APS compared to 27.2 nationally.• 83% of Year 6 disadvantaged pupils made expected progress in reading.• 26% of Year 6 disadvantaged pupils made more than expected progress in

reading.

- 100% of Year 6 disadvantaged pupils made expected progress in writing.
- 36% of Year 6 disadvantaged pupils made more than expected progress in writing.
- 93% of Year 6 disadvantaged pupils made expected progress in maths.
- 25% of Year 6 children receiving PPG made more than expected progress in maths.
- In Key Stage one 72% of year 1 pupils reached the required standard in the Year 1 phonics assessment compared to 77% nationally. 65% of disadvantaged pupils passed the test compared with 66% nationally.
- In Year 2 90% of all pupils achieved a level 2+ in reading and 86% of pupils in receipt of Pupil Premium. 87% of all pupils achieved a level 2+ in writing and 82% of pupils in receipt of Pupil Premium. 94% of all pupils achieved a level 2+ in maths and 91% of pupils in receipt of Pupil Premium.
- Levels of overall are significantly lower than the national average, but increasing. The average attendance figure for 2014/15 is 92.2%.
- Several families benefitted from advice and support from the Learning Mentor, who supports families with attendance problems.

Principles

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rate was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and consideration of current research into effective provision has guided us in deciding where and how to spend our pupil premium allocation.

The Pupil Premium funding that is received by school annually is used in a variety of ways in order to improve pupil attainment and help overcome barriers to learning. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all our pupils who receive Free School meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for PPG. We therefore allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately been identified as being socially disadvantaged.

Main Objectives

- To target underachievement compared to potential outcomes
- To target low achievement
- To ensure that learning and teaching opportunities meet the needs of all pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- To ensure that high achieving children achieve their full potential

Nature of support 2015/16

- To provide learning support assistants in all classes to ensure that all children achieve their end of year targets. This is through the provision of quality first teaching and additional interventions, particularly in literacy and numeracy.
- To provide learning mentor to support children with particular emotional and social concerns.
- To provide an additional teacher to target low attainment in Year 3 & 4.
- To provide an additional teacher in Year 6 to target higher attaining children to achieve a deeper understanding at the end of Key Stage 2.
- To provide an additional teacher to provide support for identified children in Year 6 to achieve age related expectations.
- To provide an additional teacher in Key Stage 1 to ensure all children achieve their end of year targets.
- To subsidise a before school breakfast club to ensure children are in school on time and ready for learning.
- To provide a wider range of opportunities and activities where parents may not be able to fully fund. This includes subsidising residential trips and enrichment opportunities in school.
- To enrich the curriculum and prepare all children for the future. These include learning to play a musical instrument, chess, after school clubs sports with qualified coach.
- To provide support for parents through parent workshops, behaviour courses and pastoral care manager support for identified families.