



Grant Expenditure Report 2013/14

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	277
Total number of pupils eligible for PPG	101
Amount of PPG received per pupil in 2013-2014	£953
Total amount of PPG received in 2013-14	£96253

Nature of support 2013/14

Curriculum provision development

The school has focused its additional support for training on developing writing, introducing the new curriculum and increasing targeted support from Teaching Assistants in maths and phonics, reducing group sizes to increase individualised input and purchase of resources to support in school and at home learning.

The funding received from Pupil Premium in 2013– 2014 has been allocated in the following ways:

£47,350 spent on

- 1:1 tuition
- leadership time to monitor pupil premium
- release time for training / courses

£14918 spent on

- Additional in-class Teaching Assistant support with focus on narrowing the gap and challenge
- Increase targeted support in phonics and mathematics
- Increase the intervention and small group support available throughout all year groups with close monitoring of impact
- Social and emotional group to support pupils in Y6

£31710 spent on

- engage the services of a counsellor to support individual children to improve wellbeing, self-image and self esteem
- engage the services of an EWO to improve attendance and reduce PA
- engage the services of consultants and specialist services
- engage the services of Specialist Teaching and Psychology Service

- purchased further books and educational materials to support individuals and groups of children
- Purchased new technology to narrow the gap – including I pads – including training to support the use of new technologies

Impact / Evaluation of Pupil premium spending 2013/14

Reading

In 3 out of 4 year groups Disadvantaged pupils made better progress than non-PP peers, with overall 3.6 points per academic year against 2.1. In Years 3 and 4 all pupils in both groups were on track to make 2 levels of progress in Key Stage 2, although in Years 5 and 6 the proportions of Disadvantaged pupil's on-track for expected progress were substantially lower than for their non-PP peers. In terms of threshold attainment, a greater proportion of PP children were on-track for ARE only in Year 3, the gap was smallest in Year 4 and greatest in Year 5.

Strategic implications – Target extra support in Year 5 (current Year 6), having taken into account proportions of SEND children in each group.

Writing

In 3 out of 4 year groups Disadvantaged pupils made better progress than non-PP peers, with overall 3.4 points per academic year against 2.4. In Years 4 all Disadvantaged pupils were on track to make 2 levels of progress in Key Stage 2, and in Year 5 and Year 3 the proportions Disadvantaged pupils on-track for expected progress were higher than for their non-PP peers but in Years 6 the proportions of Disadvantaged pupils on-track for expected progress were lower than for their non-PP peers. In terms of threshold attainment, a greater proportion of PP children were on-track for ARE only in Year 3, the gap was smallest in Year 4 and greatest in Year 6.

Strategic implications – Target extra support in Year 5 (current Year 6), having taken into account proportions of SEND children in each group.

Maths

In all of the year groups Disadvantaged pupils made better progress than non-PP peers, with overall 3.6 points per academic year against 2.0. In Years 3 all pupils in both groups were on track to make 2 levels of progress in Key Stage 2, although in Year 4 the proportions of Disadvantaged pupil's on-track for expected progress was higher than for their non-PP peers. But in Years 5 and 6 the proportions of Disadvantaged pupil's on-track for expected progress were lower than for their non-PP peers In terms of threshold attainment, a greater proportion of PP children were on-track for ARE only in Year 3, the gap was smallest in Year 3 and 4 and greatest in Year 6.

Strategic implications – Target extra support in Year 5 (current Year 6), having taken into account proportions of SEND children in each group.

Other supporting Evidence of Impact

Ofsted 2014

The proportion of pupils who are supported by pupil premium funding is well above average. Across the school, pupils in receipt of pupil premium funding are regularly given extra help through one-to-one and small group activities to improve their skills in English and mathematics. The 2013 Year 6 results show that the attainment in English and mathematics of pupils supported by pupil premium was overall about two terms behind their classmates. The lag was greatest in mathematics, where they made slower progress than others. This group started with lower than usual starting points and they did not benefit from consistently good teaching, which is now the norm.

The improved quality of teaching is contributing equally well to the learning and progress of disabled pupils and those who have special educational needs, and those who are supported through pupil premium funding. In general, teachers and teaching assistants tailor their teaching to meet specific needs of these two groups well and help them catch up with other groups.

Pupils' progress is regularly checked and analysed to review the performance of different groups and to allocate extra help for those pupils who have special educational needs and those who are supported by the pupil premium funding. The current data show that this additional support is working for these two groups and that many of these pupils achieve well from their starting points. The gap between them and others in the school continues to shrink. The governing body is highly effective. Governors critically examine the national and the school's own data about pupils' performance and have a clear grasp of how good teaching is, how pupil premium funding is being used, and with what effect.

Nov 2013

Monitoring inspection visit to Lacey Gardens Junior School - The school has maintained the rapid rate of improvement observed in the first visit. Lesson observations, pupils' work and school records combine to show that the large majority of pupils in every year group are achieving well. They make progress at a better than expected rate from their starting point in Year 3, which you have accurately assessed. This applies equally to groups of pupils such as the more able, those supported by pupil-premium funding and those who are disabled or who have special educational needs. No significant group of pupils is making less than expected progress. This strong picture is not reflected in the 2013 un validated national data for pupils' achievement in English and mathematics. This is mainly because the data are for the Year 6 pupils who left the school in July 2013 and who only benefitted from the improved teaching you introduced for 12 weeks before they took the national tests and assessments.

July 2013

Monitoring inspection visit to Lacey Gardens Junior School - All groups are improving their progress, including disabled pupils and those with special educational needs and pupils supported by the pupil premium.

