



**Pupil Premium Grant 2014-15 – Provision Map**

| <b>Number of pupils and pupil premium grant (PPG) received</b>              |                     |
|---|---------------------|
| Total number of pupils on roll  | 420 Reception to Y6 |
| Total number of pupils eligible for Premium Pupil Grant (Ever 6 FSM pupils) | 69                  |
| <b>Total amount of Premium Pupil Grant received</b>                         | <b>£70,200</b>      |

|            | <b>R</b> | <b>Y1</b> | <b>Y2</b> | <b>Y3</b> | <b>Y4</b> | <b>Y5</b> | <b>Y6</b> | <b>Total</b> |
|------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| No in year | 60       | 60        | 60        | 61        | 60        | 60        | 59        | 421          |
| No of FSM  | 0        | 2         | 6         | 6         | 3         | 5         | 2         | 24           |
| No FSM 6   | 0        | 3         | 7         | 7         | 8         | 10        | 10        | 45           |
| No CLA     | 0        | 0         | 0         | 1         | 0         | 0         | 0         | 1            |

| <b>Nature of support 2014/15</b>  | <b>Cost</b> |
|---|-------------|
| <ul style="list-style-type: none"> <li>○ Equivalent to full-time reading intervention teaching assistant</li> <li>○ Speech and language training for teaching assistants</li> <li>○ PECS training for teaching assistants</li> <li>○ Speaking &amp; listening early intervention</li> <li>○ Early intervention Small group for reading and 1:1 for phonics using Read, Write inc</li> <li>○ Group support to build speaking &amp; listening confidence, + self esteem &amp; social skills (PALS)</li> <li>○ Daily group and individual support to build on basic skills in literacy and numeracy, from TA</li> <li>○ Secondary School transition support</li> <li>○ Funding for curriculum enrichment, school trips and residential</li> <li>○ Able children additional support programme</li> <li>○ Nurture group at lunchtimes for social and emotional needs</li> <li>○ 1:1 support from TAs for literacy and numeracy skills</li> <li>○ Read, write inc intervention</li> </ul> | £70,200     |



## Monitoring the Pupil Premium Grant 2014-15

### Who are our potentially vulnerable pupils?

24 FSM children on 2014-15 register and 45 on Forever 6 FSM register, which currently includes some children on the SEN register.

### Are they identified and tracked in appropriate ways?

- Letter from the school and workshop to notify parents of FSM
- Parents initiate the application to become part of our register, school is notified by the county
- All individuals discussed at tracking meetings, throughout the year with classteachers, TAs, and Deputy Head/Senco
- Attainment and progress using National Curriculum levels
- Action plans to address needs created

### What do we know about the quality of our provision?

- We know it is making an impact because the vast majority of FSM pupils are attaining and progressing above national expectations. (Last year, Maths results were down, so this is a focus area this year)
- Quality of the support is moving the children forward in both academic skills and also significantly in emotional and social skills

### Are we using well founded interventions?

- Research has highlighted some of the top high impact strategies are: early Intervention, 1:1 support from trained adults, effective feedback and peer support – Khalsa uses all these strategies to support our FSM children
- We also use 'Read, write inc' strategy used by all Slough schools due to its effectiveness
- We buy in expert support for social, emotional and behavioural strategies due to proven track record in previous years

### Are we evaluating the impact of interventions?

- Through tracking meetings, evaluating the data and attitudes to learning
- Development area to evaluate specific interventions in greater detail with success criteria as a baseline and again as an outcome for 2014-15

### How well is the use of PPG being monitored?

- Reports to Governors at Children and Learning committees
- Tracking monitored by DH in overview data analysis sheets three times a year

### Are we closing the gaps?

- Significant closing of the gap since 2012-2013 @ L4+ – to become a positive gap with FSM outperforming non-FSM
- Significant closing of the gap 2013-14 @ L5+ in maths and reading

| % attaining L4+          | 2012          | 2013          | 2014          |
|--------------------------|---------------|---------------|---------------|
| No. disadvantaged pupils | 3             | 11            | 10            |
| English and maths        | /             | 19 (100%/81%) | -22 (60%/82%) |
| Maths                    | -25 (67%/92%) | 17 (100%/83%) | -30 (60%/90%) |
| Reading                  | -21 (67%/88%) | 13 (100%/87%) | -10 (80%/90%) |
| Writing                  | 0 (100%/100%) | 9 (100%/91%)  | -2 (90%/92%)  |

Figures in brackets ( % of disadvantaged children/% of other children )



| <b>% attaining L5+</b>                           | <b>2012</b>    | <b>2013</b>    | <b>2014</b>   |
|--|----------------|----------------|---------------|
| No. disadvantaged pupils                         | 3              | 11             | 10            |
| English and maths (after 2013 including writing) | /              | -30 (0%/30%)   | -7 (20%/27%)  |
| Maths  | - 36 (33%/69%) | - 15 (36%/51%) | 17 (50%/33%)  |
| Reading  | - 50 (0%/50%)  | -16 (27%/43%)  | 11 (50%/39%)  |
| Writing  | -42 (0%/42%)   | 0 (36%/36%)    | -27 (20%/47%) |

Figures in brackets ( % of disadvantaged children/% of other children )

#### **How successfully do we involve parents?**

- *Parent-teacher meetings 3x a year to talk through progress*
- *Development area for 2014-15 – to inform parents in greater detail of the interventions and evaluations, used in school, and create stronger programmes of support to be used at home*

#### **Where is our evidence?**

- *Data showing overview of attainment and progress in Reading, Writing, Maths for all groups*  
*Conversations in pupil progress meetings – which lead to actions*
- *Development area – to record evaluations of each intervention, highlighting impact for pupil premium funded children*