



## St. John's Primary School Pupil Premium Analysis 2013 to 2014

### Summary of Funding for Financial Year 2013 to 2014

	April 2013 to April 2014
<b>Total no. of pupils</b>	<b>40</b>
<b>Funding per pupil</b>	<b>£953</b>
<b>Total funding</b>	<b>38,120</b>

### Year 6 2014 End of KS2 SATs results - Attainment

	Non Pupil Premium 2014 Results		Pupil Premium 2014 Results		2014 gap between pupil premium and non pupil premium	
	School	National	School	National	School	National
Attainment – Level 4 + in reading, writing and maths	83%	83%	80%	67%	3%	16%
Attainment – Level 4+ in reading	100%	92%	100%	82%	0%	10%
Attainment – Level 4+ in writing	89%	89%	100%	76%	N/A	13%
Attainment – Level 4 + in Mathematics	80%	90%	83%	78%	3%	12%
Average points score – reading, writing and maths	30.3	29.4	30.0	27.0	0.9	2.4
Average points score – Reading	31.7	29.7	31.8	27.5	N/A	2.2
Average points score - Writing	29.0	28.6	29.4	26.2	N/A	2.4
Average points score – Maths	30.3	27.2	29.4	29.8	0.9	2.6



## St. John's Primary School Pupil Premium Analysis 2013 to 2014

### Year 6 2014 End of KS2 SATs results - Progress

	Non Pupil Premium 2014 Results		Pupil Premium 2014 Results		2014 gap between pupil premium and non pupil premium	
	School	National	School	National	School	National
Expected progress in mathematics	83%	91%	90%	86%	7%	5%
More than expected progress in mathematics	39%	38%	30%		9%	
Expected progress in writing	100%	92%	90%	88%	10%	4%
More than expected progress in writing	33%	34%	40%		N/A	
Expected progress in reading	100%	90%	100%	94%	N/A	4%
More than expected progress in reading	44%	92%	70%		N/A	

### Progress & Attainment Gaps – Early Years Foundation Stage

#### Progress & Attainment Gaps in Reading

#### Year 1 to Year 5 July 2014

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap	Average Points progress Pupil premium children	Average Points progress non-pupil premium children	Average Points progress gap
Year 1	12.2	12.5	0.3	6.0	6.4	0.4
Year 2	17.6	17.5	N/A	6.0	4.5	N/A
Year 3	15.2	16.0	0.8	4.0	4.5	0.5
Year 4	19.4	23.9	4.5	3.3	4.2	0.9
Year 5	26.0	25.5	N/A	5.6	4.2	N/A



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### Progress & Attainment Gaps in Writing

Year 1 to Year 5 July 2014

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap	Average Points progress Pupil premium children	Average Points progress non-pupil premium children	Average Points progress gap
Year 1	10.5	11.9	1.4	4.8	5.4	0.6
Year 2	12.6	14.9	2.3	5.0	3.8	N/A
Year 3	14.7	20.0	5.3	1.3	3.2	1.9
Year 4	20.0	22.0	2.0	2.9	2.8	N/A
Year 5	21.3	22.2	0.9	3.4	3.2	N/A

### Progress & Attainment Gaps in Maths

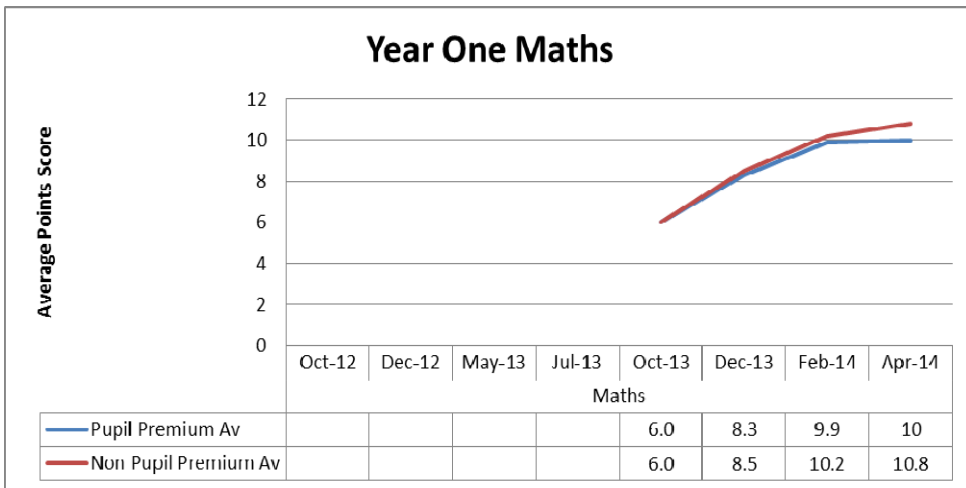
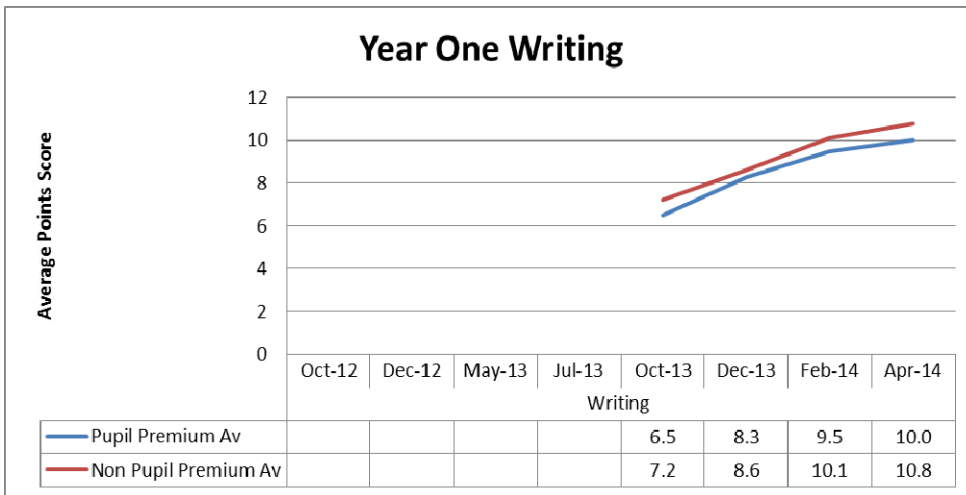
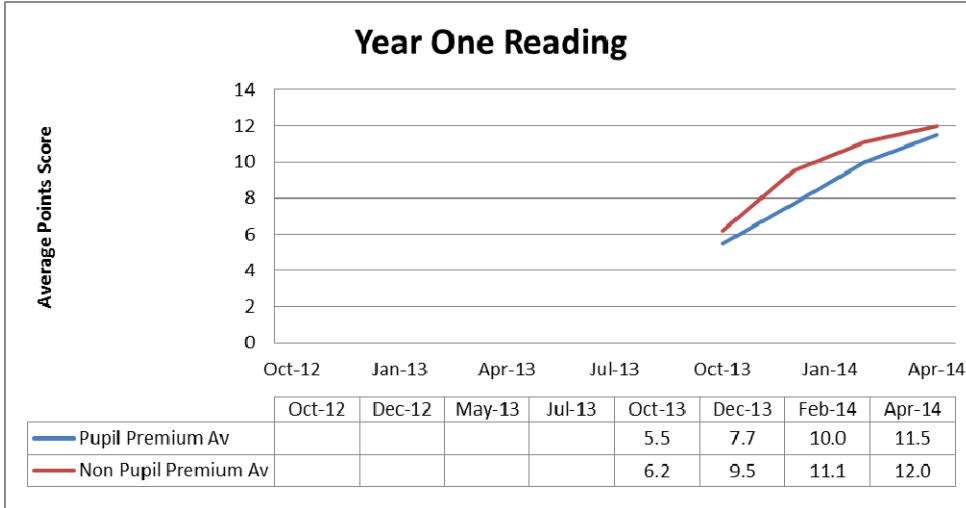
Year 1 to Year 5 July 2014

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap	Average Points progress Pupil premium children	Average Points progress non-pupil premium children	Average Points progress gap
Year 1	10.8	11.9	1.1	5.5	6.1	0.6
Year 2	18.3	17.2	N/A	6.0	5.0	N/A
Year 3	18.7	21.3	2.6	3.3	3.4	0.1
Year 4	21.3	23.7	2.4	2.4	3.8	1.4
Year 5	23.9	25.2	1.3	2.1	3.1	0.1



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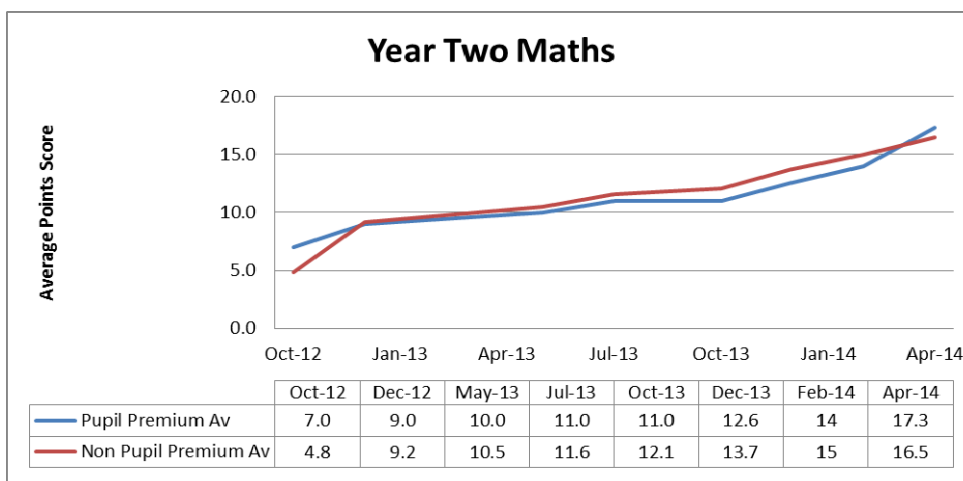
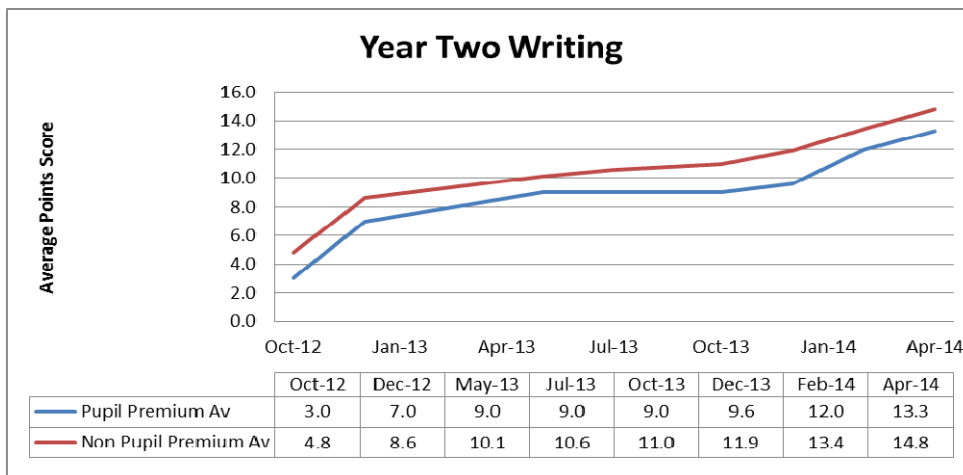
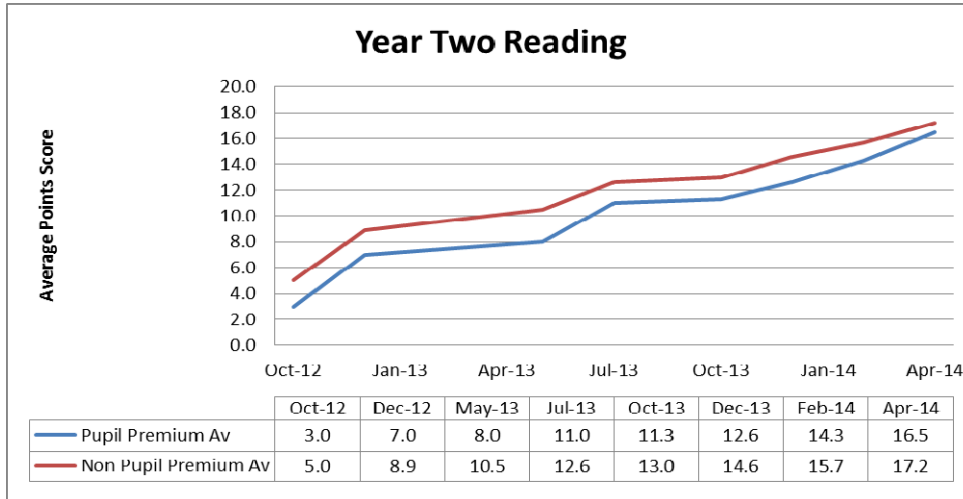
## Pupil Premium Attainment Gap – Year One





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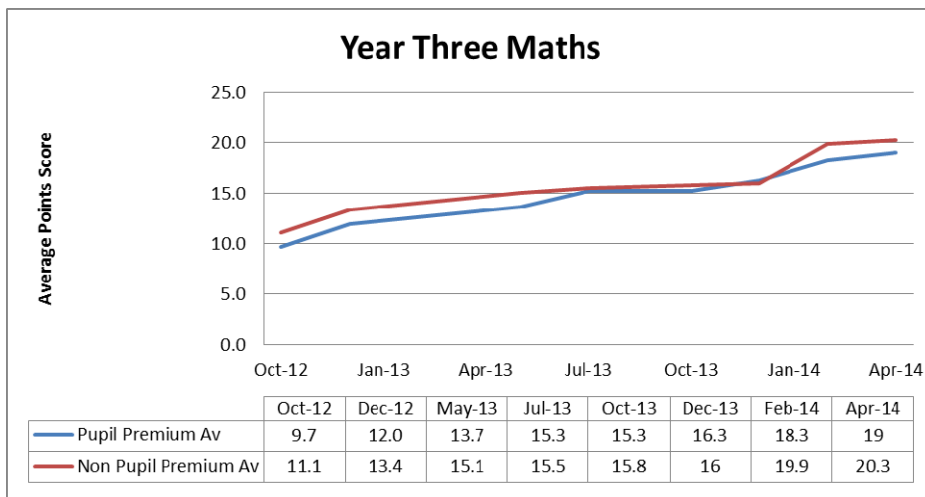
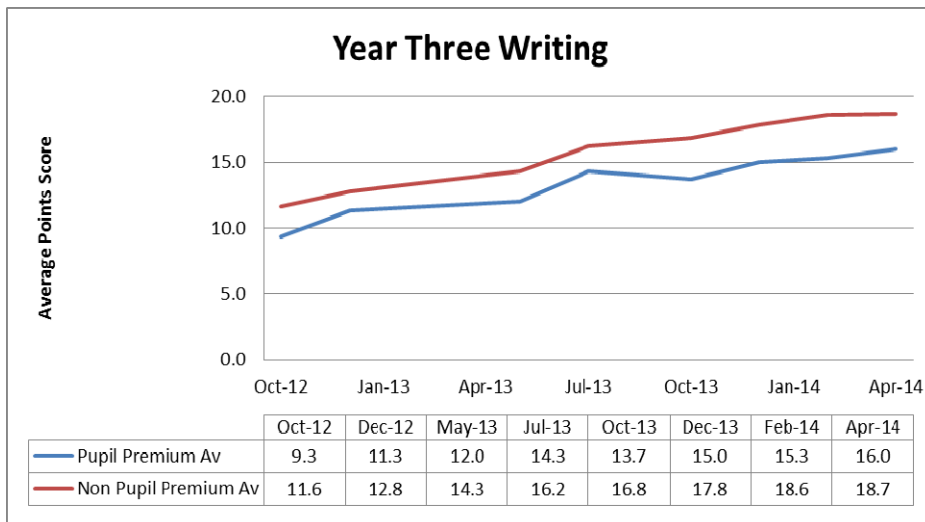
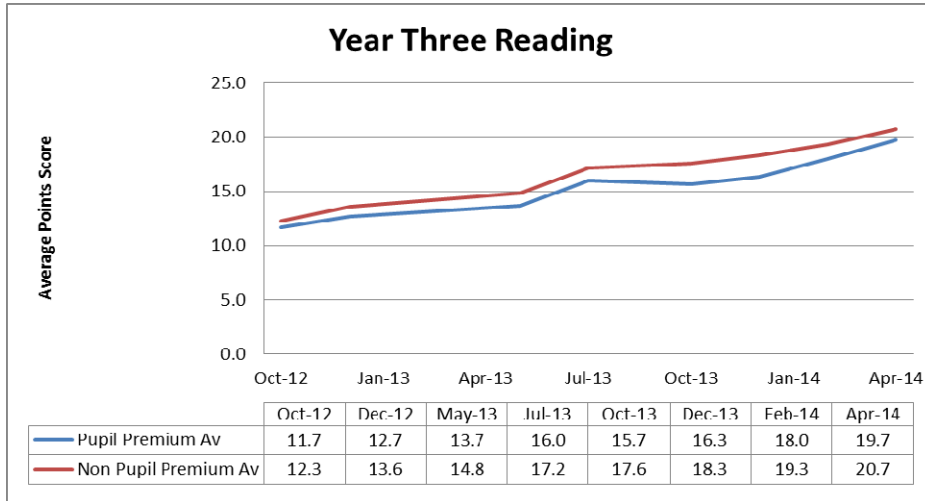
## Pupil Premium Attainment Gap – Year Two





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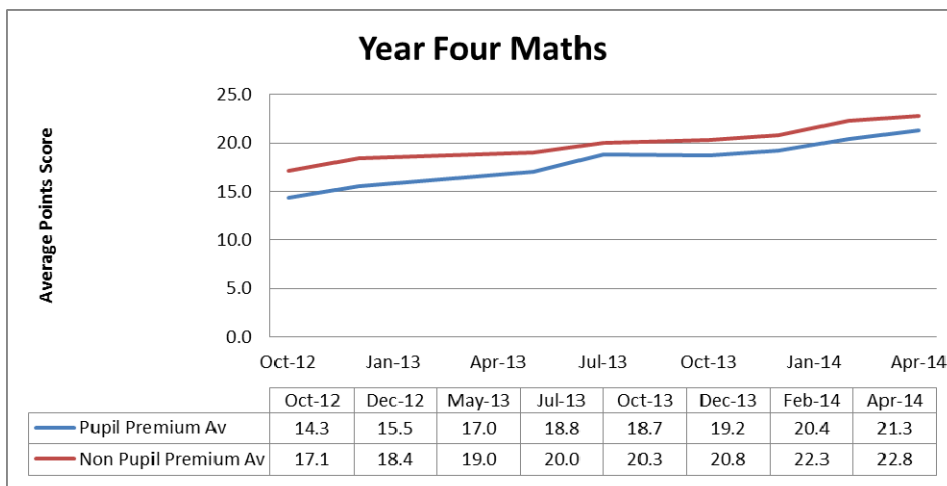
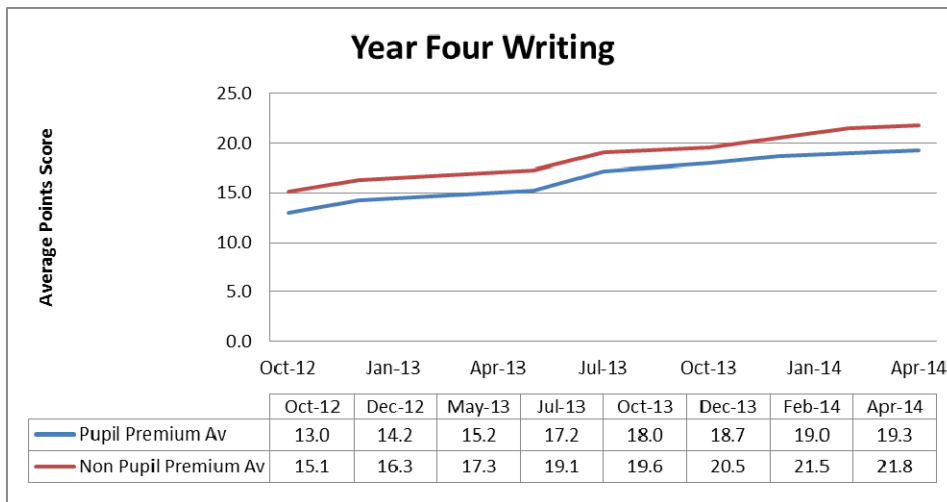
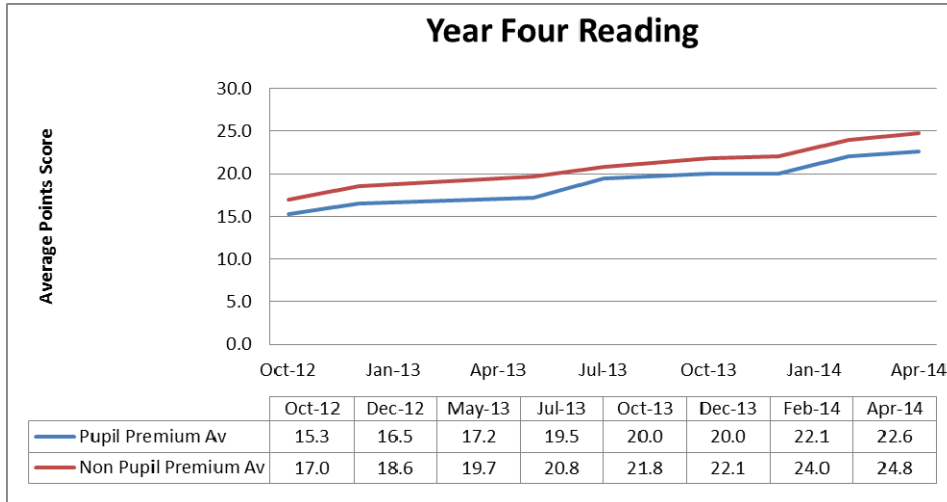
## Pupil Premium Attainment Gap – Year Three





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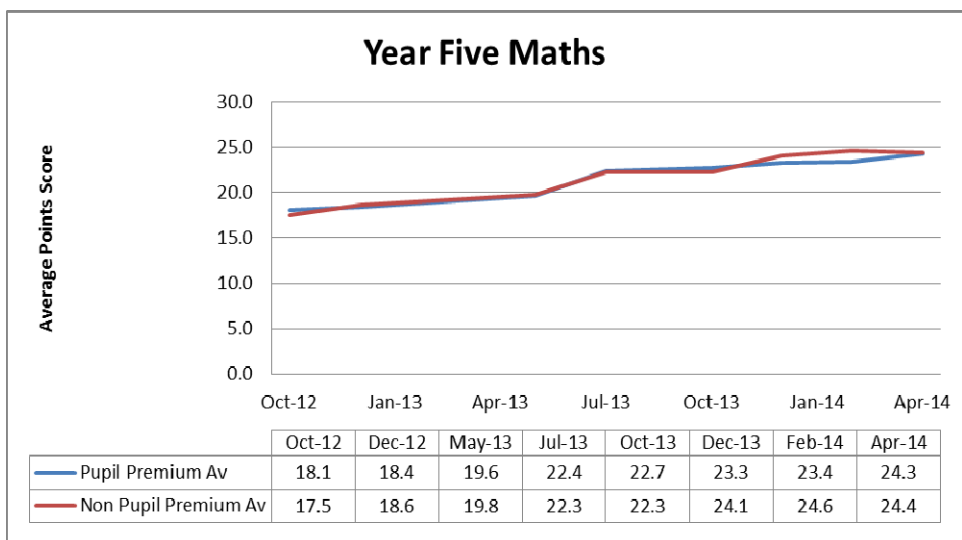
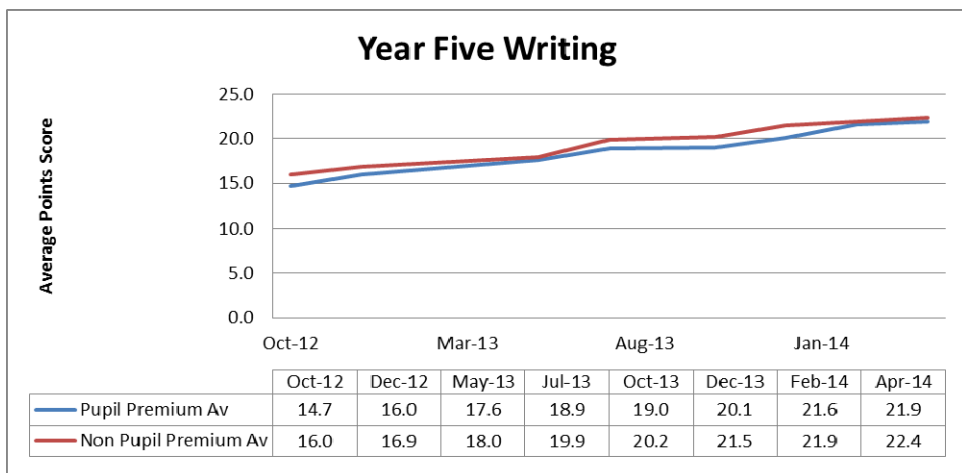
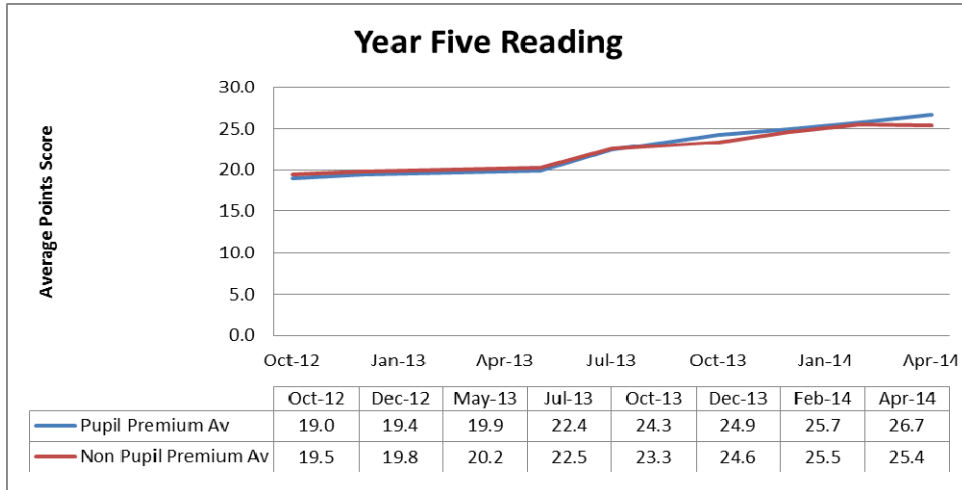
## Pupil Premium Attainment Gap – Year Four





# St. John's Primary School Pupil Premium Analysis 2013 to 2014

## Pupil Premium Attainment Gap – Year Five







## St. John's Primary School Pupil Premium Analysis 2013 to 2014

### Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention/action	Is this a new or continued cost?	Summary of the intervention	Intended outcomes	Monitoring	Impact
1:1 and small group interventions.	£30,909	Continued	20 minute daily interventions for pupils whose attainment is below ARE. 1:1 daily interventions for pupils who are identified as having SEND.	Structured learning intervention enables accelerated progress for pupil premium children to close the attainment gap.	Interventions are closely monitored by the DHT. TAs leading interventions provide learning evaluations each half term and suggest how to move forward. The progress of pupils participating in interventions is tracked separately and monitored each half term during pupil progress meetings. Interventions are observed by DHT/HT twice per year and impact evaluated. Success is evidenced through points progress made by pupils.	See results charts above.
Nurture group	£17,774	Continued	Children who have social and emotional difficulties attend a structured lunchtime club where they participate in social activities under supervision. Children access nurture time twice per week to develop their social skills and emotional intelligence.	Children are able to form relationships effectively with others. They develop their emotional awareness through talk time and social skills through shared activities. Children have the opportunity to talk about themselves and	DHT/HT monitor the impact of nurture time through observation and pupil interview. Teachers discuss the impact on pupils behaviour during pupil progress meetings.	Children with social and emotional difficulties have developed friendships with other children in the smaller and more structured environment. Children with behavioural difficulties are improving as a result of nurture time.



## St. John's Primary School Pupil Premium Analysis 2013 to 2014

				their feelings.		
Additional activities	£50		Funding for additional optional school residential trip to France. Swimming lessons.	Children are able to enjoy enrichment activities in line with their peers.	N/A	Children gain a range of additional experiences and learn about different cultures.
Counselling	£440		Professional 1:1 counselling once per week for 30 minutes.	Children are provided with the opportunity to talk to a professional and process their emotions. This enables their readiness for learning in the classroom more effectively.	DHT liaises with counselling service to measure impact on children.	Counselling has had a very positive impact on pupil premium children, enabling them to effectively process their emotions and therefore demonstrate a readiness for learning in the classroom.

### Priorities for future funding

- Counselling for pupils with emotional or behavioural difficulties.
- Effective interventions for pupils whose attainment is lower than their peers.
- Provide access to additional activities for pupils whose attainment is in line with or above their peers.