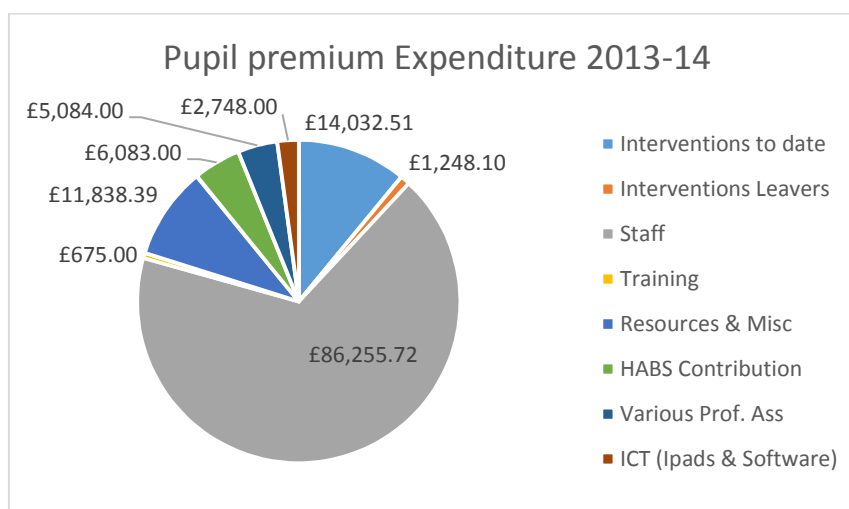


## Pupil Premium Summary 2013/14

At Wormley Primary we use the funding in a wide range of ways to support the development and achievement of the pupils. We know that in order to be academically successful, children have to be socially and emotionally secure and ready to learn. Below you will find a summary of the range of interventions and a breakdown of how it was spent last financial year.

|                   |   |
|-------------------|---|
| Staffing          | Some pupils are provided 1:1 or small group support either daily or weekly aimed to support progress in a specific area of learning or development e.g specialist in Speech and Language, support groups or 1:1 support in class. Children are identified at Pupil Progress meetings, strategies agreed and progress closely monitored.   |
| Interventions     | Wormley provides a wide range of targeted interventions such as therapy, social and emotional programmes and wider curriculum experiences. An example of these include; play therapy, speech and language therapy, extra PE, financial assistance to access trips and music tuition.  |
| Resources         | Children's progress and development may be improved by purchasing appropriate resources. For example, Maths resources such as Numicon, Cuisenaire Rods and Deines Blocks or speech and language resources such as the Welcomm screening pack.   |
| HABS contribution | Hoddesdon and Broxbourne Schools (HABS) is a team of three family support workers that are funded by the local schools and the Local Authority. They provide a range of specialised support for a number of families. The family workers liaise directly with other outside agencies and support the work of the INCO and the Designated Child Protection Officer.  |
| Training & CPD    | Staff have engaged with a range of professional development opportunities that focus on raising the achievement of pupils. An example of these include Teacher Led Development Work (HertsCam & in school), phonics and spelling training & special needs, including behavioural, social and emotional, training. In addition to this, Collaborative Professional Development has been provided in house, including weekly Lite Bites for support staff, and various support materials developed as a result. |
| ICT               | Children have been motivated by the introduction of iPads and other technologies that are enabling them to learn in new and exciting ways. For children with complex or special education needs, technologies allow them greater access to learning tasks.  |
| Projects          | To target particular children there have been a few specific projects, such as Young Enterprise which have focused on developing positive attitudes and high aspirations of children to improve their readiness to learn. In 2014/15 there will be other projects such as Social Learning, Lego and Forest School.  |

**Income 2013/14** £127,702.00



## Impact on academic achievement

### End of KS2

| Pupils making 2 levels progress from KS1 to the end of KS2 |                                   |              |                                   |              |
|--|-----------------------------------|--------------|-----------------------------------|--------------|
|  | 2012/13                           |              | 2013/14                           |              |
|  | Pupils eligible for pupil premium | Other pupils | Pupils eligible for pupil premium | Other pupils |
| Reading progress   | 94%                               | 91%          | 100%                              | 91%          |
| Writing progress   | 100%                              | 100%         | 100%                              | 95%          |
| Maths progress   | 100%                              | 97%          | 100%                              | 93%          |

| Pupils reaching Level 4 by the end of KS2 |                                   |              |                                   |              |
|---|-----------------------------------|--------------|-----------------------------------|--------------|
|   | 2012/13                           |              | 2013/14                           |              |
|   | Pupils eligible for pupil premium | Other pupils | Pupils eligible for pupil premium | Other pupils |
| Reading attainment                        | 56%                               | 91%          | 92%                               | 93%          |
| Writing attainment                        | 78%                               | 91%          | 92%                               | 88%          |
| Maths attainment                          | 67%                               | 82%          | 100%                              | 88%          |

### End of KS1

| Pupils reaching Level 2 by the end of KS1 |                                   |              |                                   |              |
|---|-----------------------------------|--------------|-----------------------------------|--------------|
|   | 2012/13                           |              | 2013/14                           |              |
|   | Pupils eligible for pupil premium | Other pupils | Pupils eligible for pupil premium | Other pupils |
| Reading attainment                        | 96%                               | 91%          | 94%                               | 84%          |
| Writing attainment                        | 96%                               | 94%          | 75%                               | 90%          |
| Maths attainment                          | 96%                               | 97%          | 88%                               | 95%          |

## Rest of the year groups

### Attainment of pupils in average points

|         | Year 1        |                   | Year 3        |                   | Year 4        |                   | Year 5        |                   |
|---------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|         | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium | Pupil Premium | Non Pupil Premium |
| Reading | 10.1          | 12.0              | 19.9          | 19.6              | 21.1          | 22.0              | 25.8          | 25.8              |
| Writing | 9.9           | 11.6              | 19.0          | 18.7              | 20.5          | 21.5              | 23.0          | 24.2              |
| maths   | 10.6          | 12.5              | 19.3          | 19.2              | 20.6          | 21.7              | 23.2          | 25.3              |

| ATTAINMENT KEY |               |                             |   |      |               |
|----------------|---------------|-----------------------------|---|------|---------------|
|                | Sig below Exp | Broadly Expected Attainment |   |      | Sig above Exp |
| Y1             | 8.5           | 8.6                         | - | 10.0 | 10.1          |
| Y3             | 17.2          | 17.3                        | - | 19.1 | 19.2          |
| Y4             | 20.5          | 20.6                        | - | 22.4 | 22.5          |
| Y5             | 23.8          | 23.9                        | - | 25.7 | 25.8          |

## Pupils receiving specialised social interventions

Children's progress measured using the Boxall Profile

|                           | Improved in all areas | Improved developmental strands | Improved Diagnostic strands |
|---------------------------|-----------------------|--------------------------------|-----------------------------|
| 18 Pupil Premium children | 44% (8)               | 67% (12)                       | 55% (10)                    |