

## Rotherhithe Primary Pupils Premium

The Pupil premium is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM), who has been in receipt of them in the past or is considered to be a 'Looked After Child' (in local authority care/ fostered). These groups together are classed as '**Disadvantaged**'.

Nationally, the statistics show that students who are *Disadvantaged* do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

At Rotherhithe 43% of pupils are in receipt of FSM a larger than average percentage when compared with other schools (the national average is 19%). We view the needs of all pupils as important and we strive to create the best opportunities and experiences for every single pupil at the school.

We are required to publish how much Pupil Premium money we receive and how we have chosen to spend that money. We are also required to publish the results for students who are disadvantaged compared with their peers. Below is a summary of that information.

### Income (Pupil Premium)

2014-2015 = £366,600

### What do we spend the money on?

- Educational equipment to support individual pupils (SEN, ICT, Phonics)
- Assistance with the cost of a wide and rich range of curriculum trips, curriculum activities and other school trips including residential trips which we subsidise (e.g. Judo club, homework club, gymnastic club, cooking club for parents and children, keyboard club, Violin lessons).
- We fully fund the cost of residential trips for 'Looked After Children' (those in local authority care and foster homes)
- Full time attendance officer appointed to ensure that all children achieve good or better levels of attendance, enabling them to succeed in school and in the future.
- Early Years transition programme to support vulnerable pupils (parent workshops, resources for parents)
- Additional 1:1 tuition for vulnerable pupils (Year 2, 5, & Looked After Children, children making slower than expected progress)
- ICT to support teaching programmes to encourage pupils to problem solve using technology (iPads, cameras, video cameras and programmes purchased to support T&L across all subjects)
- Upgraded reading book corners and purchasing of new reading books to support children's reading skills including reading books to be read at home.
- Appointed an additional Learning Mentor to support vulnerable pupils identified on the Ferre Laevers wellbeing and involvement indicators.
- Established a Forest school to support young children from disadvantaged backgrounds to
- Use of a performing arts company to support speaking and listening through drama, music and dance.
- Bought in additional consultant to support to raise attainment in reading and writing across the school through the use of Dramatic Literacy Programmes.
- Additional lunch time staff and play leaders to support positive play and encourage and improve social skills.
- We created a sensory room for disaffected pupils who are also on the SEN register.

## IMPACT

The school has a very high number of pupils receiving free school meals – much higher than the national average. Across the whole school our children who receive free school meals either do as well or even better than children who do not receive free school meals.

## How well do disadvantaged students (in receipt of FSM/LAC) do at Rotherhithe?

### Year 6 SATs (2013 / 2014)

Measure	Level 4	Level 4	Level 5	Level 5	Level 6	Level 6
	Disadvantaged (National average for this group)	Not Disadvantaged	Disadvantaged (National average for this group)	Not Disadvantaged	Disadvantaged (National average for this group not available)	Not Disadvantaged
Reading	83% (82%)	86%	21% (35%)	29%	0% (0%)	0%
Writing	93% (76%)	86%	38% (20%)	71%	0%	6%
Maths	86% (78%)	79%	17% (28%)	29%	0%	6%

*We are focusing efforts on increasing the proportions of our pupils who achieve Level 5 and 6 amongst all our pupils in Year 6 this year and have a whole school focus on increasing the proportion of more able pupils within our school community.*

### Progress from End of Key Stage One to End of Key Stage 2 in Reading Writing and Maths (2013 / 2014)

	<i>Disadvantaged</i>	<i>Not Disadvantaged</i>
<b>Average Point Score increase from end of Year 2 to end of Year 6</b>	<b>15.1</b>	<b>15</b>
<b>Value Added Measure</b>	<b>101.5</b>	<b>101.7</b>

(99.7 =national average for this group)

### Percentage of *Disadvantaged* pupils at Rotherhithe making 2 levels progress from end of KS1 to end of KS2 compared to *Disadvantaged* pupils nationally

Reading		Writing		Maths	
Rotherhithe	National	Rotherhithe	National	Rotherhithe	National
98%	88%	100%	90%	95%	85%

### Year 2 assessments (2013 / 2014)

Measure	Level 2	Level 2	Level 3	Level 3
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
Reading	90%	100%	27%	38%
Writing	92%	100%	23%	13%
Maths	96%	100%	21%	38%

### Average points of progress in in Reading, Writing and Maths across Years 1-6 for academic year 2013-14

FSM	Non FSM
4.5	4.4

### Conclusion

Due to precision intervention, additional resources and targeted provision across the school we have reduced the gap between our FSM and non FSM in Year 6 last year and we continue to do so in all classes across the school. The school and our governors are very pleased with our continuing success in closing the gap for all vulnerable pupils, while raising attainment for all.