

## Pupil Premium

### What is Pupil Premium?

Pupil Premium is additional funding which is allocated to schools for pupils who have registered for free school meals (FSM) at any point in the last six years, those who are looked after by the local authority continuously for more than six months and children of service personnel. The purpose of this additional funding is to narrow the attainment gaps between them and their peers.

### Overview of school 2016-2017

<b>Total number of pupils on roll April 2016:</b>	359
<b>Number of pupils benefiting from PPG:</b>	33
<b>Number of pupils benefiting from PPG with SEND:</b>	11
<b>Total amount of PPG received:</b>	£45,020

### Objectives in spending PPG

- To narrow the gap in attainment between those receiving the PP grant and those not in mathematics, phonics and writing
- To accelerate progress of those receiving the PP grant in mathematics, phonics and writing
- To enhance life experience of those receiving the PP grant and the wider school
- To raise self-esteem and self-confidence of those receiving the PP grant and the wider school
- To raise attendance of those receiving the PP grant and the wider school

<u>How the Pupil Premium Grant is proposed to be spent</u>	<u>Proposed Cost</u>
Additional Teacher Teacher working with small groups to accelerate progress in Maths in Year 6 and Writing in Year 4.	£15,642
Teaching Assistants Interventions throughout the school to accelerate progress and attainment.	£9,178
Curriculum Resources Resources for the classroom to enable pupil premium children to access and engage with the curriculum specifically related to EAL resources.	£2,000
Enrichment activities to help develop the whole child and encourage confidence and emotional wellbeing.	£5,000
Breakfast Homework club A club run for pupil premium children to consolidate their learning and boost attendance levels.	£13,200

**2015-2016 Expenditure Report**

<u>How the Pupil Premium Grant has been spent</u>	<u>Cost</u>	<u>Impact and Outcome</u>																															
<p>Additional Teacher</p> <p>Raise the achievement of groups of children identified by school data and pupil progress meetings</p> <p>Use of gap analysis tools to ensure rapid progress</p> <p>Autumn-Summer Term- Working in Years 2 and 5</p>	<p>£24,941.95</p>	<p><u>Year 5 Focus Group- Maths</u></p> <p>100% of children in the focus group achieved ARE. 100% of PP children in the group <b>exceeded</b> ARE.</p> <p><u>Year 5 Cohort- Maths</u></p> <table border="1" data-bbox="879 613 1489 831"> <thead> <tr> <th>ARE (PP)</th> <th>ARE (Non PP)</th> <th>Exceeding ARE (PP)</th> <th>Exceeding ARE (Non PP)</th> </tr> </thead> <tbody> <tr> <td>71%</td> <td>70%</td> <td>14%</td> <td>9%</td> </tr> </tbody> </table> <table border="1" data-bbox="879 904 1489 1167"> <thead> <tr> <th>Average step progress (PP)</th> <th>Average step progress (Non PP)</th> <th>Above Average step progress (PP)</th> <th>Above Average step progress (Non PP)</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>94%</td> <td>75%</td> <td>64%</td> </tr> </tbody> </table> <p><u>Year 2</u></p> <p>100% of PP children in the group achieved ARE.</p> <table border="1" data-bbox="879 1335 1489 1518"> <thead> <tr> <th>ARE (PP)</th> <th>ARE (Non PP)</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>81%</td> </tr> </tbody> </table> <table border="1" data-bbox="879 1592 1489 1852"> <thead> <tr> <th>Average step progress (PP)</th> <th>Average step progress (Non PP)</th> <th>Above Average step progress (PP)</th> <th>Above Average step progress (Non PP)</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>90%</td> <td>50%</td> <td>68%</td> </tr> </tbody> </table>				ARE (PP)	ARE (Non PP)	Exceeding ARE (PP)	Exceeding ARE (Non PP)	71%	70%	14%	9%	Average step progress (PP)	Average step progress (Non PP)	Above Average step progress (PP)	Above Average step progress (Non PP)	100%	94%	75%	64%	ARE (PP)	ARE (Non PP)	100%	81%	Average step progress (PP)	Average step progress (Non PP)	Above Average step progress (PP)	Above Average step progress (Non PP)	100%	90%	50%	68%
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<p>Support for learning (Teaching assistants)</p> <p>Teaching assistants provide small group interventions across the school.</p> <p>Interventions run to accelerate progress in phonics, reading, writing and maths.</p>	<p>£6,35.47</p>	<p>Targeted 'Read Write Inc' interventions in Year 2 for PP children enabled <b>100%</b> of children to achieved age related expectation in reading. (ARE)</p> <p><b>100%</b> of PP children achieved the pass mark in the Phonics screening check in Year 1.</p> <p>Targeted 'Get Writing' interventions enabled <b>100%</b> of PP children to achieve ARE in writing in Year 2.</p>
<p>Classroom 1-1 support</p> <p>Targeted children to receive 1-1 support in some lessons across the school</p>	<p>£6,036</p>	<p>As a school we have a large cross over between the number of PP children and children with SEND. 42% of PP children also have SEND and 20% of PP children have an EHCP.</p> <p>Having classroom support for these children has meant an increase in both confidence and the smaller steps of progress they are making towards their personalised targets- using BSquared.</p>
<p>Training, Parental Workshops and support visits</p>	<p>£1,900</p>	<p>10 member of staff were trained in 'The Turnabout Programme'- designed for 'hard to move' pupils. This programme enables all pupils, but especially those with dyslexic characteristics to accelerate their progress. This intervention will run from September 2016-17.</p> <p>Maths and Reading workshops have been offered to parents of various Year groups. There have been to show parents the programmes and techniques we use at school, in order for them to support learning further at home. This has had a knock on effect on the progress of children this year.</p>
<p>Extended school activities- After School Club, Breakfast Club</p> <p>Improve wellbeing, social skills and attendance</p>	<p>£1,435.37</p>	<p>PP attendance was 93.7 for the academic year of 2015-2016. This is lower than that of non-PP children with a rate of 96.1. Attendance will continue to be monitored and studied on an individual child level for PP children.</p> <p>The wellbeing of certain PP children in our school has been monitored, and being able to attend breakfast and afterschool club contributes to a smooth transition to the school day.</p>
<p>School Trips, swimming and milk</p>	<p>£1,123.54</p>	<p>The money spent on school trips and swimming had a direct impact on children's wellbeing. Children were able to participate in all school activities and boost their self-esteem.</p>
<p>Curriculum resources</p> <p>Improve and update school resources making use of new technologies and opportunities with a range of software which will support FSM pupils and the wider school.</p>	<p>£552.67</p>	<p>Interventions run throughout the school have had huge impact on children's progress and attainment. Numicon has been purchased along with place value counters and base ten manipulatives.</p>

## Attainment and Progress of Pupil Premium Pupils compared to All Pupils.

### Year 2 Attainment

Subject	Achieving ARE (Non PP)	Achieving ARE (PP)
Reading	77%	100%
Writing	72%	100%
Maths	81%	100%

### Year 2 Progress

Subject	Achieving average step progress (non PP)	Achieving average step progress (PP)	Achieving above average step progress (non PP)	Achieving above average step progress (PP)
Reading	90%	100%	68%	50%
Writing	88%	100%	57%	50%
Maths	90%	100%	68%	50%

### Year 6 Attainment

Subject	Achieving ARE (Non PP)	Achieving ARE (PP)
Reading	72%	50%
Writing	72%	50%
Maths	72%	50%

### Year 6 Progress

Subject	Achieving average step progress (non PP)	Achieving average step progress (PP)	Achieving above average step progress (non PP)	Achieving above average step progress (PP)
Reading	88%	100%	64%	100%
Writing	84%	75%	68%	75%
Maths	88%	75%	64%	75%

### Year 1

Subject	Achieving pass mark (Non PP)	Achieving pass mark (PP)
Phonics	100%	100%

### Analysis of end of year data

In Year 2, more PP children achieved age related expectation by the end of the year in all areas. Every PP child in Year 2 made average progress across the year, with 50% of PP children making accelerated progress in all areas. However, more non-PP children made accelerated progress in all areas.

In Year 6, 50% of PP children achieved age related expectation in all areas. The children who did not achieve this are on the SEND register. A smaller number of PP children made average progress when compared with non-PP children, however out performed non-PP in accelerated progress.

In the Year 1 phonics screening check, all pupils achieved the pass mark.