

## Pupil Premium Spending Statement 2015/16

The school is committed to meeting the needs of socially disadvantaged pupils. We aspire to “close the gap” between vulnerable pupils and their peers via effective use of the Pupil Premium Grant.

The Pupil Premium Grant funding is provided to schools in addition to the main school funding. It is allocated according to the number of pupils on roll who are eligible for Free School Meals (FSM). An amount is also allocated to the children of service families and for children who have been “Looked After” for 6 months or more. In 2012, Pupil Premium Grant funding was extended to include pupils who have been eligible for FSM within the past 6 years.

### Key priorities

Our core aim is to:

- Raise the attainment and progress of pupils eligible for Pupil Premium funding (disadvantaged students) so that their performance compares favourably with Non-Pupil Premium (non-disadvantaged) students.
- Address inequalities in education of pupils from low-income families and raise the attainment of these pupils.

### What we expect to see:

Daily good/outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- improve levels of attainment and progress
- close attainment gaps relative to school averages
- enhance reading, writing, mathematics and communication skills
- engage and develop learning through a comprehensive extra-curricular provision
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- support pupils in becoming aspirational, confident and successful learners

### Evaluation and impact of 2015/16 and key developments for 2016/17

Strategic spending of the Pupil premium grant (£51,040) will ensure that pupils receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium (PP) support are clearly identified across all year groups.

Breakdown by groups	Number
EYFS 1	1
EYFS 2	5
KS1	7
KS2	28
LAC	0
SERVICES	1
Pupil Premium total	42

Strategy	Cost £
<b>Staffing for Intervention support groups</b>  An in depth programme of intervention support groups, this includes:  - Pupils not making the expected progress in English and mathematics. - Pupils with social communication barriers. - Pupils with very low reading ages. - Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy.	£44,751
<b>Enrichment Activities</b> Funding to support PP pupils to access the end of year Y6 Residential. Funding to support PP pupils to access curriculum trips in all year groups throughout the year.	£360
<b>Resources &amp; Specialist Training</b>	£2,570
<b>Outdoor Facilities</b>	£3,170
<b>Total Expenditure</b>	£51,167

## Impact of Expenditure 15-16

### EARLY YEARS

The interventions put into place to support this child enabled them to make good progress from their starting points in all areas of learning.

### RECEPTION

2016 EARLY YEARS FOUNDATION STAGE PROFILE COHORT PROFILE	2016 EARLY YEARS FOUNDATION STAGE PROFILE COHORT PROFILE																		
	Total pupils in group	Listening & Attention Expected+	Understanding Expected+	Speaking Expected+	Moving & Handling Expected+	Health & Self-Care Expected+	Self-Confidence & Self-Aware Expected+	Managing Feelings & Behaviour Expected+	Making Relationships Expected+	Reading Expected+	Writing Expected+	Numbers Expected+	Shape, Space & Measures Expected+	Good Level of Development (12 A.O.L.s)	People and Communities Expected+	The World Expected+	Technology Expected+	Exploring & Using Media & Mat. Expected+	Being Imaginative Expected+
	5	80%	80%	80%	100%	80%	80%	100%	100%	80%	80%	60%	100%	60%	100%	100%	100%	100%	80%

Pupil Premium Children	DfE Disadvantaged Pupils (FSM6, Adopted, LAC from previous year) & Service Children																		
Pupil Premium	5	80%	80%	80%	100%	80%	80%	100%	100%	80%	80%	60%	100%	60%	100%	100%	100%	100%	80%
Not Pupil Premium	20	85%	85%	85%	90%	85%	90%	90%	90%	80%	85%	80%	85%	80%	85%	85%	90%	90%	90%
Pupil Premium GAP	15	5%	5%	5%	-10%	5%	10%	-10%	-10%	0%	5%	20%	-15%	20%	-15%	-15%	-10%	-10%	10%

There were 5 Pupil Premium children (Child 1, 2, 3, 4 and 5). Child 1 and Child 5 did not achieve a GLD. Child 1 achieved in all areas except number but Child 5 struggled in more areas. Most of the children made outstanding progress.

Name	Baseline	Summer Level	Progress in bands
Child 1	R 30-50s	2d	5
	W30-50s	2d	5



	N30-50s	2e	4
Child 2	R30-50s	3e	7
	W30-50s	3e	7
	N30-50s	2s	6
Child 3	R30-50e	2d	7
	W30-50e	2d	7
	N30-50e	2d	7
Child 4	R30-50d	2d	6
	W30-50s	2d	5
	N30-50s	2d	5
Child 5	R30-50d	40-60d	3
	W30-50d	40-60d	3
	N30-50d	2e	5

### Year 1 Phonics Screening Check (A test taken by pupils at the end of the academic year in June)

	Phonics Screening Check				Average mark		
	Cohort	Number A/D*	Number achieving expected standard	% School	% National	School	National
<b>All Pupils</b>	31	0	27	87	81	35	34
<b>Free School Meals*</b>							
FSM	2	0	1	50	70	33	31
Non FSM	29	0	26	90	83	35	35
<b>Children Looked After</b>							

There were 2 Pupil Premium children in this year group. One child missed achieving the expected standard for the Phonics Screening Check. This child's attendance was also an issue.

### Year 2 Phonics Screening Check (A retest taken by pupils at the end of Year 2 who did not achieve the expected level at the end of Year 1 or who had not sat the test in Year 1).

	Phonics Screening Check			
	Cohort	Number A/D*	Number achieving expected standard	% National
<b>All Pupils</b>	30	-	30	100
<b>Free School Meals*</b>				
FSM	5	-	5	100
Non FSM	25	-	25	100

All 5 Pupil Premium children achieved the expected level. Only one child had not passed the test the year before, but was successful this year.

**Attainment at the end of Key Stage 1** (SATS Tests taken by pupils in Reading, Writing and Mathematics at the end of Year 2)

READING					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	5		30	5
School %	87	80		40	0
National %	74	78		24	27
Difference %	13	2		16	-27

WRITING					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	5		30	5
School %	83	80		27	0
National %	65	70		13	16
Difference %	18	10		13	-16

MATHEMATICS					
	Expected Standard or Above			Greater Depth	
	All	Disadvantaged		All	Disadvantaged
Cohort	30	5		30	5
School %	83	80		37	0
National %	73	77		18	20
Difference %	11	3		19	-20

The percentage of children who achieved the expected or above level in Reading, Writing and Maths exceeded the national expectation. This was also true for the percentage of disadvantaged children that achieved the expected level. No disadvantaged children achieved the greater depth standard. This was not unexpected when looking at their starting points based on their on-entry data in Reception and their year on year performance, alongside their expected end of year target.

**Attainment at the end of Key Stage 2** (SATS Tests taken by pupils in Reading, Writing, Maths and Grammar, Punctuation & Spelling)

READING				
---------	--	--	--	--

	Expected Standard or Above		High	
	All	Disadvantaged	All	Disadvantaged
Cohort	29	11	29	11
School %	83	82	21	18
National %	66	71	19	23
Difference %	17	10	2	-5

The percentage of All Pupils who attained the expected or higher standard in reading was above the National. However, it was slightly below for Disadvantaged Pupils at the higher end.

WRITING				
	Expected Standard or Above		High	
	All	Disadvantaged	All	Disadvantaged
Cohort	29	11	29	11
School %	86	82	34	27
National %	74	79	15	18
Difference %	12	3	20	10

The percentage of pupils who attained the expected or higher level in writing was above the National for disadvantaged and non-disadvantaged pupils.

MATHEMATICS				
	Expected Standard or Above		High	
	All	Disadvantaged	All	Disadvantaged
Cohort	29	11	29	11
School %	86	73	24	0
National %	70	75	17	20
Difference %	17	-3	8	-20

The percentage of pupils who attained the expected or higher level in maths was above the national for All Pupils. However, it was slightly below for disadvantaged pupils at the expected and higher level. One child missed the Expected Level by 1 mark, which explains the 3% difference between the school and national figure.

ENGLISH GRAMMAR, PUNCTUATION AND SPELLING				
	Expected Standard or Above		High	
	All	Disadvantaged	All	Disadvantaged
Cohort	29	11	29	11
School %	86	82	24	18
National %	72	78	22	27
Difference %	14	4	2	-8

The percentage of pupils who attained the Expected or Higher level in GP&S was above the national. However, it was slightly below for disadvantaged pupils at the higher end.

## PERFORMANCE IN NON-SATS YEAR GROUPS

Year 1

	Expected or Above	
	All	Disadvantaged
Cohort	31	2
Reading	81%	50%
Writing	78%	50%
Maths	81%	50%

One disadvantage child did not achieve the expected level in all areas. His performance was hindered by his poor attendance level.

#### Year 3

	Expected or Above	
	All	Disadvantaged
Cohort	29	7
Reading	90%	71%
Writing	83%	71%
Maths	93%	71%

There were 7 disadvantaged children. In maths, reading and writing 2 disadvantaged children with SEN did not achieve the expected standard.

#### Year 4

	Expected or Above	
	All	Disadvantaged
Cohort	28	6
Reading	55%	67%
Writing	59%	67%
Maths	69%	67%

2 disadvantaged children who had SEN did not achieve the Expected standard.

#### Year 5

	Expected or Above	
	All	Disadvantaged
Cohort	30	4
Reading	97%	100%
Writing	90%	75%
Maths	90%	75%

Only one disadvantage child (who joined the year group late) did not achieve the expected level.

#### In summary:

The school is successfully closing the gap between disadvantaged and non-disadvantaged pupils. Where the gap exists it is due to factors such as attendance and SEN impacting on pupils not achieving the expected standard. However, SEND pupils are making excellent progress from their starting points.