

## Review of Pupil Premium Funding Spending 2015-6

The Pupil Premium is additional funding allocated to children from low-income families who are currently known to be eligible for Free School Meals as well as this children who have been in Looked After Care continuously for more than six months. A service premium is awarded to schools for each child with parents in the Armed Forces.

Schools are free to spend the Pupil Premium as they see fit, however we will be held accountable for how we have used the additional funding to support the children eligible. From September 2012, government legislation requires us to publish online information about how we have used this funding to ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support they receive.

In the budget 2015/16 the school received £51,000 for Pupil Premium.

| Intention  | Description  | Impact   | Allocation of funds |
|--|--|--|---------------------|
| Financially support families to access opportunities   | Provide financial support for breakfast and after school clubs and assist with cost of trips | Breakfast clubs supporting several families. After school clubs were all subsidised in Autumn term, but many children were in clubs against their wishes, impacting on the quality for others. Spring and Summer term, one club offered at no charge for FSM children. Residential for KS1 and trips KS1/2 children were subsidized for FSM children. Initial discussions with child minders and YMCA proving positive regarding after school opportunities. | £6,500              |
| Develop intervention expertise with communication  | Offer daily speech and language support for EYFS/KS1 from trained TA                         | Speech and language delivered by trained TA through Autumn term, until colleague left. SENDCo liaising with Trust schools to increase provision. At present S&L provided primarily by two TAs. SENDCo linking with two partner schools. No training courses yet available for S&L. Increase in S&L support from LA in late summer.   | £5,000              |
| Additional support and intervention initiatives in literacy and numeracy. <ul style="list-style-type: none"> <li>Phonics and spelling intervention</li> <li>1:1 writing</li> <li>Small group reading and grammar</li> <li>More able maths group</li> </ul> | TA and Teacher's time to be used to support programmes across the school to raise attainment | Intervention groups running for all age groups to support underachievement and enhance class provision. Pupil conferencing feedback with children (FSM, E6) shows children are positive about their learning and the opportunities offered. Intervention groups and programmes changed after termly data reviews. Learning logs record variety of programmes in place for pastoral and academic issues.  | £7,000              |
| Improve practical maths resources  | Purchase numicon and train teachers in its use   | Numicon purchased for KS1. Staff aiming to visit one of two partner schools using this resource. All staff trained in use. Maths leader purchased equipment and visual & ICT resources for Year 3/4.   | £3,000              |
| To train a member of staff in social and emotional support using   | To develop social and emotional skills thereby helping and                                   | Social support currently offered by Julie Swann. Coaching course attended by TA, small group work successful with current TAs. Confident learners (pupil   | £2,000              |

| Intention   | Description  | Impact   | Allocation of funds |
|---|--|--|---------------------|
| Elsa programme. Implement support time weekly for identified children. To include: Self Esteem groups, Counselling support, play support  | encouraging anxious children.  | conferencing)<br>Coaching course to be rolled out with Year 6 in Autumn term. Innate Connections leading this.   |                     |
| Maintain a one form entry structure thereby keeping class sizes small and relatively even across the school, allowing for smaller ratios and more detailed feedback about learning. | To ensure that children are taught with peer and friendship groups in a one age class to build confidence, self-esteem and security.             | Observations show that children's needs are well met through differentiation in the one form entry structure. TA support, allocated to each class supports individual needs in social and academic aspects.<br>One form entry reviewed for September 2016 and revised to 6 class structure.  | £22,500             |
| Improve support for children at breaktimes  | Increase staffing to promote active breaktimes and lunchtimes so that children are supported to negotiate and compromise through issues arising. | Additional staffing set up for September 2016, but departures and staff changes meant that we have replaced two staff with one and are still aiming to recruit another.<br>Pogramme within PSHE to support social skills set up. PSHE programme in place. Circle Time timetabled in for weekly slot in each class. Training set up for staff in Circle Time.<br>New lunchtime supervisor in place from May half term | £5,000              |
|   |  |  | £51,000             |

## Impact

Number of children in each group in each cohort, July 2016

|            | All        | Boys      | Boys       | Girls     | Girls      | Pupil Premium | Pupil Premium | Service   | Service   |
|------------|------------|-----------|------------|-----------|------------|---------------|---------------|-----------|-----------|
| <b>All</b> | <b>162</b> | <b>78</b> | <b>48%</b> | <b>84</b> | <b>52%</b> | <b>30</b>     | <b>19%</b>    | <b>10</b> | <b>6%</b> |
| Y6         | 20         | 7         | 35%        | 13        | 65%        | 4             | 20%           | 2         | 10%       |
| Y5         | 31         | 14        | 45%        | 17        | 55%        | 8             | 26%           | 2         | 6%        |
| Y4         | 25         | 11        | 44%        | 14        | 56%        | 4             | 16%           | 1         | 4%        |
| Y3         | 23         | 14        | 61%        | 9         | 39%        | 6             | 26%           | 2         | 9%        |
| Y2         | 23         | 10        | 43%        | 13        | 57%        | 5             | 22%           | 0         | 0%        |
| Y1         | 22         | 12        | 55%        | 10        | 45%        | 3             | 14%           | 3         | 14%       |
| YR         | 18         | 10        | 56%        | 8         | 44%        | 0             | 0%            | 0         | 0%        |

Pupil Premium includes FSM and FSM Ever 6.

Percentage of children working at or above ARE, July 2016, Pupil Premium and Non Pupil Premium

|                           | Reading |        |      | Writing |        |      | Mathematics |        |      | Combined RWM |        |      |
|---------------------------|---------|--------|------|---------|--------|------|-------------|--------|------|--------------|--------|------|
|                           | PP      | Non PP | Gap  | PP      | Non PP | Gap  | PP          | Non PP | Gap  | PP           | Non PP | Gap  |
| National KS2 <sup>1</sup> | 71%     | 85%    | -14% | 69%     | 80%    | -11% | 67%         | 82%    | -15% | 56%          | 75%    | -19% |
| All                       | 50%     | 81%    | -31% | 47%     | 79%    | -32% | 60%         | 76%    | -16% | 40%          | 73%    | -33% |
| All KS2                   | 50%     | 81%    | -31% | 45%     | 79%    | -34% | 68%         | 78%    | -10% | 41%          | 73%    | -32% |
| Y6                        | 50%     | 88%    | -38% | 75%     | 88%    | -13% | 75%         | 75%    | =    | 50%          | 75%    | -25% |
| Y5                        | 63%     | 74%    | -11% | 38%     | 74%    | -36% | 63%         | 78%    | -15% | 38%          | 70%    | -32% |
| Y4                        | 25%     | 81%    | -56% | 25%     | 76%    | -56% | 75%         | 81%    | -6%  | 25%          | 71%    | -46% |
| Y3                        | 50%     | 82%    | -32% | 50%     | 82%    | -32% | 67%         | 76%    | -9%  | 50%          | 76%    | -26% |
| All KS1                   | 50%     | 81%    | -31% | 50%     | 78%    | -28% | 38%         | 73%    | -35% | 38%          | 73%    | -35% |
| Y2                        | 60%     | 78%    | -18% | 60%     | 78%    | -18% | 40%         | 78%    | -38% | 40%          | 78%    | -38% |
| Y1                        | 33%     | 84%    | -51% | 33%     | 79%    | -46% | 33%         | 68%    | -35% | 33%          | 68%    | -35% |

The 'Gap' columns in the above table show the difference between the percentage of Pupil Premium and Non Pupil Premium children working at or above ARE.

Averaged across the school, attainment for Pupil Premium children is below historical national standards for all three subjects and for combined attainment. Attainment for Pupil Premium children is in line with historical national standards for mathematics across KS2. Averaged across the school, the 'in school' attainment gap between Pupil Premium and Non Pupil Premium children is in line with the historical national gap for mathematics; but is wider than the historical national gap for reading, for writing and for combined attainment.

Averaged across the school, attainment for Non Pupil Premium children is slightly below historical national standards for all three subjects and for combined attainment.

#### Average Attainment Points, July 2016 (PP and Non PP)

|    | Bench mark | Reading |        | Writing |        | Mathematics |        |
|----|------------|---------|--------|---------|--------|-------------|--------|
|    |            | PP      | Non PP | PP      | Non PP | PP          | Non PP |
| Y6 | 48         | 49.5    | 50.5   | 48.5    | 50.4   | 48.5        | 49.5   |
| Y5 | 42         | 41.0    | 43.6   | 39.8    | 43.0   | 42.3        | 43.9   |
| Y4 | 36         | 36.0    | 38.1   | 35.5    | 37.4   | 38.0        | 38.3   |
| Y3 | 30         | 30.3    | 32.8   | 30.0    | 31.5   | 31.7        | 32.4   |
| Y2 | 24         | 25.2    | 26.6   | 24.0    | 25.9   | 23.6        | 26.7   |
| Y1 | 18         | 15.3    | 20.1   | 16.7    | 19.7   | 16.3        | 19.4   |

#### Average Points Progress, July 2015 to July 2016 (PP and Non PP)

|            | Reading    |            | Writing    |            | Mathematics |            |
|------------|------------|------------|------------|------------|-------------|------------|
|            | PP         | Non PP     | PP         | Non PP     | PP          | Non PP     |
| <b>All</b> | <b>5.6</b> | <b>5.8</b> | <b>6.1</b> | <b>6.1</b> | <b>6.2</b>  | <b>5.9</b> |
| Y6         | 5.5        | 5.3        | 6.5        | 6.8        | 7.0         | 6.3        |
| Y5         | 5.3        | 5.2        | 4.8        | 5.3        | 5.8         | 6.2        |
| Y4         | 6.0        | 5.6        | 6.0        | 5.7        | 5.0         | 4.9        |
| Y3         | 5.3        | 6.2        | 5.7        | 6.5        | 6.7         | 6.7        |
| Y2         | 7.2        | 6.6        | 8.0        | 6.5        | 7.6         | 6.4        |
| Y1         | 4.0        | 6.2        | 6.7        | 6.1        | 5.0         | 5.4        |

Averaged across the school, Pupil Premium children have made slightly less progress than non-Pupil Premium children in reading; the same progress as Non-Pupil Premium children in writing; and slightly more progress than Non-Pupil Premium children in mathematics.

#### Summary

Pastoral support and wider curriculum opportunities, supported by Pupil Premium funding have been good, however attainment outcomes for Pupil Premium children, using the new assessment measures, do not compare favourably with outcomes for non-pupil premium children. Progress is largely in line with progress made by non-pupil premium children.

- Averaged across the school, attainment for Pupil Premium children in reading and writing is considerably below historical national standards, but attainment for Non Pupil Premium children is only slightly below historical national standards. The attainment gap between Pupil Premium children and Non Pupil Premium children is therefore wider than the historical national gap for reading, for writing and for combined attainment.
- Attainment in mathematics is below historical national standards for both Pupil Premium and Non Pupil Premium children; averaged across the school, the attainment gap in mathematics is in line with the historical national gap.
- Averaged across the school, 40% of Pupil Premium children and 73% of Non Pupil Premium children are working at or above ARE for combined attainment.
- Averaged across the school, this year Pupil Premium children have made slightly less progress than Non Pupil Premium children in reading, but the same progress as Non Pupil Premium children in writing, and slightly more progress than Non Pupil Premium children in mathematics.

#### Next steps

We have reviewed our approach to Pupil Premium spend and have identified a new leader for this work (Mrs Bonell). With the change in class structure, to six classes, it is paramount that support for learning continues to be the first priority so that the gap, which historically had been closing, continues to do so.