

Pupil Premium Allocation Report 2015 - 2016

Overall Aims and Objectives in Spending Pupil Premium Grant

☑ To ensure that the proportions of children who receive pupil premium are making expected and/or exceeding the progress made by other pupils in the school.

☑ To close the gap by addressing inequality and raising the attainment of children from low-income families and children who are looked after.

School Information

Total number of children on roll	168
Total number of children eligible for Pupil Premium	37 @ 1320. 2 @1900
Total Amount of PPG Received	£52,640
Amount of PPG received per Child	37 children @1320. 2 @1900

<u>Activity</u>	<u>Amount</u>	<u>Intended impact</u>	<u>Impact and Evaluation</u>
Classroom Monitor Assessment Package	1,800	To have an effective method of data analysis.	Any potential under performance is tracked so that progress can be accelerated eg. Y6 Reading.
CPD – Listening Matters	£1,500 (6 days of training + evaluation tools)	Children who have additional social and emotional needs will be supported so that their wellbeing, relationships and engagement in learning will be nurtured. Number of outdoor playground incidents will be measured.	Record of incidents have decreased. See Behaviour log.
Listening Matters resources	£200	To implement listening matters. Number of outdoor playground incidents will be measured.	Record of incidents have decreased. See Behaviour log.
Mathletics	£15.00 £720.00	Raised attainment. Children’s attainment is equal to or the gap is narrowing compared to non disadvantaged children.	Children’s attainment was higher than other children Nationally at the expected level and at the higher standard.
Teacher to take quality PPA time	£17,000	Teacher to provide consistently good lessons to enable classroom assistants to be released to carry out small group and individual intervention work.	Progress shown through Lexia and Mathletic reports. See Intervention Files.
CPD to increase/update teachers and teaching assistants practice.	£2000	Raised staff awareness of Dyslexic friendly classrooms. Narrowing gap between disadvantaged and non-disadvantaged children.	As a result of classrooms being Dyslexic Friendly, children have made expected progress.
Maths Resources	£1000	Raised attainment. Narrow gap between disadvantaged and non-disadvantaged children.	
Abacus	£3000	A consistent approach to the teaching of mathematics throughout the whole school. Subject coverage good.	See Planning and Teacher Observations.
Power of 2 (one to one coaching system for maths success)	£15.00 each	Individually tailored programme so that all pupils reach their full potential by focusing on areas of weakness.	Impact not shown so discontinued use.
Milk	£342.43	To improve nutrition and concentration. (Mandatory from January 2015)	
3 stand alone computers – Year 2 classroom	£1500	Lexia (spelling programme) to take place in Year 2.	See Lexia Progress reports.

Year 2 phonics resources	£2000	To maintain attainment in Phonics Check	All children leave Key Stage 1 with expected standard.
Reading resources	£5000	To accelerate progress in reading.	Key Stage 2 Disadvantaged pupils in top 10% of schools Nationally for progress
Writing resources	£3000	To raise attainment in writing	KS2 attainment in line with others Nationally.
Purchase 'Toe by Toe' an individual spelling programme	£16.97 x 1	Individually tailored programme so that all pupils reach their full potential by focusing on areas of weakness.	Child completed programme successfully.
Purchase 'Word Wasp' spelling programme	£19.67 x 1	Individually tailored programme so that all pupils reach their full potential by focusing on areas of weakness.	Child completed programme successfully.
Employ 1 breakfast club supervisor (5 hours)	£1,800	Children's dietary needs are fulfilled to ensure they are ready to learn.	See Behaviour logs. Children begin classes ready to learn.
Behaviour Support Service level agreement	£1200	Pupils will display a thirst for knowledge and a love of learning which will have a very strong impact on their progress. Barriers to learning will be removed.	See Behaviour logs. Children begin classes ready to learn.
TOTAL COST	43,793		

Key Information

Overall proportion of Free School Meal	National proportion of Free School Meal
17%	24.9%

School Deprivation Index	National Deprivation index
0.19%	0.21%

Proportions of disadvantaged pupils in each year group

	Yr R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% pp	16%	29%	23%	16%	17%	26%	23%
Number of pp	4	7	5	4	4	7	5
Year Group Size	25	24	22	25	24	27	22

Attendance

	% absence	
2013/2014	4.34	
2014/2015	3.82	
2015/2016	6.82	1 child has significant medical needs.
2016/2017		

Outcomes

Early Years – Percentage of pupils achieving GLD (Good Level of Development)

	2014			2015			2016		
	Cohort	School	National	Cohort	School	National	Cohort	School	National

All pupils	23	34.8	61	24	66.7	66	25	80	70
Disadvantaged	3	33.3	45	3	33.3	51	2	100	
Non disadvantaged		35	64		71.4	69		78.3	
Difference Between school disadvantaged and All pupils nationally.		- 27.7			-32.7			+30	

Reception (2016) proportions reaching ARE compared to those meeting ARE on entry

		Proportion at ARE on entry to Reception	Proportion at ARE at the end of Reception
Reading	All	68%	84%
	Free School Meals	50%	100%
	Other	69%	83%
	Difference between FSM and all	18%	17%

		Proportion at ARE on entry to Reception	Proportion at ARE at the end of Reception
Writing	All	72% (18/25)	80%
	Free School Meals	50%	100%
	Other	72%	78%
	Difference	22%	+ 22%

		Proportion at ARE on entry to Reception	Proportion at ARE at the end of Reception
Maths	All	68%	88%
	Free School Meals	50%	100%
	Other	69%	87%
	Difference	18%	+13%

Key Stage 1

Phonics Screening

	2014		2015		2016	
	% school	% National	% school	% National	% school	% National
All pupils	92	74	75	74	63.6	81
FSM	4 children 75	63	4 children 50	66	3 pupils 33.3	
Non FSM	95.2	78	80	80	68.4	83
Difference between FSM and all National?	+ 1		-24		-47.7	

Percentage of pupils attaining ARE at the End of Key Stage 1

Reading

	2014			2015			2016		
	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	4pupils 13.5	85	-71.5	5pupils 15.8	86	-70.2	4pupils 25	74	-49
Not Disadvantaged	16.4			18.5			61.9		
Difference	2.6			2.7			-36.9		

Writing

	2014			2015			2015		
	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	10.5	75	-64.5	13.8	77	-63.2	0	65	-65
Not Disadvantaged	15.3			16.9			52.4		

Difference	4.8			3.1			-52.4		
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Mathematics

	2014			2015			2015		
	School	National	Difference	School	National	Difference	School	National	Difference
Disadvantaged	15.0	84	-69	16.6	85	-68.4	25	73	-48
Not Disadvantaged	16.8			16.7			66.7		
Difference	1.8			.1			41.7		

The difference between FSM and National is decreasing over 3 years in Reading and Maths. Writing, slight increase.

Year 2 (2016) proportions reaching ARE from entry

		Proportion at or above the ARE at the end of Reception (3 pupils)	Proportion at or above ARE on exit at the end of Year 2. (4 pupils)
Reading	All	65	56
	Disadvantaged	33 (1 out of 3)	25
	Other	70	61.9
	Difference		31

		Proportion at or above the ARE at the end of Reception	Proportion at or above ARE on exit at the end of Year 2.
Writing	All	52	44
	Disadvantaged	33 (1 out of 3)	0
	Other	55	52.4
	Difference		44

		Proportion at or above the ARE at the end of Reception	Proportion at or above ARE on exit at the end of Year 2.
Maths	All	69	60
	Disadvantaged	33 (1 out of 3)	25
	Other	75	66.7
	Difference		35

Key Stage 2

Percentage of pupils attaining Age Related Expectations at the end of Key Stage 2

	2014		2015		2016	
	Maths, Reading and Writing		Maths, Reading and Writing		Maths, Reading and Writing	
	School	National	School	National	School	National
Disadvantaged	8 pupils 62.5		4 pupils 75		6 pupils 100	
Not Disadvantaged	90	83%	100	85%	78.6	60%
Difference	-27.5		-25		+21.4	

The difference between disadvantaged and non disadvantaged diminished in 2016 with disadvantaged children out performing advantaged children.

Percentage of pupils exceeding Age Related Expectations at the end of Key Stage 2

	2014		2015		2016	
	Maths, Reading and Writing		Maths, Reading and Writing		Maths, Reading and Writing	
	School	National	School	National	School	National
Disadvantaged	8 pupils 37.5		4 pupils 50		6 pupils 16.7	
Not	80	29%	92.9		7.1	7

Disadvantaged					
Difference	-42.5		-42.9		+9.6

Year 6 (2016) proportions reaching ARE from entry to Key Stage 2

		Proportion at or above ARE on exit at the end of Year 2	Proportion at or above ARE on exit at the end of Year 6
Reading	All	93	90
	Disadvantaged	100	100
	Other	53	85.7
	Difference between dis and other	+47	+14.3

		Proportion at or above ARE on exit at the end of Year 2	Proportion at or above ARE on exit at the end of Year 6
Writing	All	81	90
	Disadvantaged	71	100
	Other	47	85.7
	Difference	+24	+14.3

		Proportion at or above ARE on exit at the end of Year 2	Proportion at or above ARE on exit at the end of Year 6
Maths	All	100	90
	Disadvantaged	100	100
	Other	47	85.7
	Difference	+53	+14.3

Year 6 (2016) proportions exceeding ARE from entry to Key Stage 2

		Proportion above ARE on exit at the end of Year 2	Proportion above ARE on exit at the end of Year 6
Reading	All	68	30
	Disadvantaged	57	66.7
	Other	80	14.3
	Difference		

		Proportion above ARE on exit at the end of Year 2	Proportion above ARE on exit at the end of Year 6
Writing	All	43	10
	Disadvantaged	43	16.7
	Other	53	7.1
	Difference		

		Proportion above ARE on exit at the end of Year 2	Proportion above ARE on exit at the end of Year 6
Maths	All	75	15
	Disadvantaged	71	16.7
	Other	73	14.3
	Difference		

Standardised Scores

	Disadvantaged	National	Difference to National	Other (in school)
Reading	113.0	103.8	+9.2	104.5
GPS	110.2	105.0	+5.2	106.9
Maths	105.8	104.1	+1.7	103.9

Value Added

	Disadvantaged	National	Difference to National	Other (in school)
Reading	6.3	+0.33	+5.97	-0.1
Writing	-0.2	+0.12	-0.32	-1.3
Maths	-0.8	+0.24	-1.04	-0.8