

The Pupil Premium 2015-16

What is it?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that are in care or adopted and children whose parents are currently serving in the armed forces.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium and the impact it is having.

For the academic year September **2014 to July 2015** our school received **£133,900** of Pupil Premium funding. For the financial year **April 2015 to March 2016** our school has received **£133,200**. The percentage of our pupils known to be eligible for free school meals is: **51%** The national percentage is **26% (Primary)**

During 2014- 2015 we used the Pupil Premium in the following ways:

- Salary for additional 0.6 teacher to teach literacy to a year 5/6 group.
- Salary for 'Achieving Reading' member of staff (0.5) to support children's reading skills in KS1.
- Salary for an additional member of staff in KS1 from October half term to teach phonics and support with early literacy and numeracy skills.
- Supply cover to release staff to conduct 1:1 Assertive Mentoring Meetings with the children in their class.
- Subsidise the residential visit of children in Year 6.
- Subsidise school trips and visitors to school who are leading curriculum workshops.
- Subsidise the continued partnership work with Sinfonia Viva.
- Contingency to support families with playscheme, Breakfast and After School Club child care.
- Costs of Individual music tuition.
- Support from Forest Schools Leader to work with children in the Nurture Group and KS1.

This year we plan to use the Pupil Premium as follows:

- **Please see attached Action Plan for 2015-2016**

Impact of the Pupil Premium:

Measure	2014			2015			National 2015	
	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged
Key Stage 2:								
L4+ combined (M,R, & W)	55%	40%	-15	66%	64%	-2	70	85
L4+ Grammar, punctuation & spelling	30%	40%	10	47%	43%	-4	71	84
L4+ in Reading	90%	80%	-10	73%	79%	6	83	92
L4+ in Maths	75%	80%	5	73%	78%	5	80	90
L4+ in Writing	60%	40%	-20	67%	71%	4	79	90
L5+ combined (M,R & W)	5%	40%	35	0	0	0	13	29
L5+ in Reading	20%	40%	20	0	7	7	34	55
L5+ in maths	20%	40%	20	7	7	0	28	48
L5+ in Writing	25%	40%	15	7	7	0	22	42
Average point score combined M,R &W	26.4	28.2	1.8	24.4	25.7	1.3	27.2	29.5
Average point score in G,P & S	23.1	25.8	2.7	22.2	23.6	1.4	27.5	29.9
Average Point Score in Reading	27.0	28.2	1.2	23.8	25.3	1.5	27.6	29.6
Average Point Score in Writing	25.8	25.8	0	24.6	25.3	0.7	26.6	28.9
Average Point Score in Maths	26.4	29.4	3	24.6	26.1	1.5	27.3	29.8
Expected progress in Reading	89%	100%	11	73	77	4	88	92
Expected progress in Maths	89%	67%	-22	87	77	-10	86	91
Expected progress in Writing	100%	50%	-50	87	85	-2	92	95
Key Stage 1:								
EYFS Good Level of Development	57%	59%	2	40%	87%	47	45	64
Phonics screening check	31%	47%	16	40%	71%	31	66	80
Phonics Y2 (Re-takes)	40%	67%	27	46%	88%	42	84	92
Average Point Score for all subjects	15	14.3	-0.7	14	15.8	1.8	14.8	16.6
APS for Reading	15.6	15.2	-0.4	13.8	16.1	2.3	15.2	17.1
APS for Writing	14.3	13.7	-0.6	14	15.5	1.5	14.0	15.8
APS for Maths	15.3	13.9	-1.4	14.1	15.8	1.7	15.2	16.8
Primary Attendance:								
% sessions missed	7.8	4.7	-3.1				5.1	3.3
Persistent absence (15% missed)	9.7	3.9	-5.8				5.6	1.7

KS2: 2015 unvalidated data, Attendance 2014 validated

Pupil Premium impact

In KS2 the proportion of disadvantaged children making expected progress was better than their peers in maths and in line with other disadvantaged children nationally.

The proportion of disadvantaged children with low prior attainment making expected progress was in line with, or better than disadvantaged pupils nationally in all subjects.

The percentage of disadvantaged children attaining level 4 in reading, writing and maths combined has improved over the last three years and is now similar to their peers in school.

Learning mentor support, especially the 'Positive Play' programme has been effective in supporting children who were vulnerable to exclusion. These children have made a successful transition to secondary school.

The number of children with persistent absence has fallen from 21 pupils to 8.

Targeted Interventions in KS1 and KS2 have accelerated pupil progress:

(Ratio gain >1.4 represents educationally significant progress)

- ✓ The ratio gain in precision teaching (10 week programme of early reading skills) is 1.8.
- ✓ Achieve in reading programme (12-20 week programme at KS1) showed a ratio gain of 3.9
- ✓ 1st Class @number 2 (8- 10 week programme) showed a ratio gain of 3.1 and average point score gain of 3.5.
- ✓ EAL numeracy support group (10 week programme) shows an average point score gain of 3.4.