



Pupil Premium Strategy Review – 2015-16

Introduction

The Government believes that the Pupil Premium fund, which is additional to main school funding, is the best way to address the current underlying inequalities between pupils eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools to work with pupils who have been registered for FSM at any point in the last six years. Schools also receive funding for children who are looked after, have left care under a Special Guardianship Order and for those who are children of service personnel.

Pupil Premium Income

	2012-13	2013-14	2014-15	2015-16
Number of children entitled to FSM (Ever 6)	161	176	179	181
Looked After Children, children adopted from care and children who have left care under a Special Guardianship or Residency Order	10	13	12	10
Number of Service Children	0	0	0	0
Total Pupil Premium Income	£96,565	£159,151	£259,103	£239,000

The Pupil Premium in 2015-2016 was spent on:

DfE Coverage						
Whole school ethos of attainment for all	Behaviour and attendance	High quality teaching	Meeting individual needs	Deploying staff effectively	Data driven and responding to evidence	Clear, responsive leadership
£89651	£36153	£51175	£21090	£5220	£2300	£37194

Strategy	Objective	Impact
Reception Boosters and Interventions to be delivered by Raising Standards Leader	To increase the achievement and attainment of pupils through targeted booster lessons and interventions	EYFS outcomes demonstrate that PP children are exceeding national expectations
Additional member of staff working within all four Reception classes	To develop and secure pupils social skills and phonic knowledge and application	
KS1 Boosters and Interventions to be delivered by Raising Standards Leader	To increase the achievement and attainment of pupils through targeted booster lessons and interventions	Interventions included additional reading groups, phonics boosters, handwriting sessions and sentence work. Those children targeted showed improved outcomes for phonics and writing in Year 2. In the Year 1 Phonics Screen outcomes for PP children exceed national data set. Further work needs to be done within year 2 cohort as a gap between PP and non PP exists in all reported areas
Targeted booster lessons and interventions in years 3, 4, 5 and 6 – to be delivered by Raising Standards Leader	To increase achievement and attainment of pupils through targeted booster lessons and interventions	Majority of PP children in years, 3, 4 and 5 demonstrate maintenance of expected progress, taking into consideration removal of levels. In year 6 the gap between disadvantaged and other children in year 6 has not closed despite
Accelerated Year 6 Programme	To increase the achievement and attainment of pupils through targeted booster lessons and interventions	

Easter School for Year 6	Additional support for pupils to enable them to be SATs ready in May	the intense interventions in place, including Breakfast club. 28% (8/30) PP children achieved national standard in all three subjects, compared to 58% for other children. The allocation of resources is under urgent review to ensure that we are investing in staffing, resources and interventions that have impact on both the social and academic development of our disadvantaged children Sessions were well attended. Each child was provided with revision guides to enable them to continue the learning at home
Maths interventions	A variety of mathematical resources with learning support at the core of the pupil's experience key to encouraging mathematical exploration, logical thinking and application	The outcomes for all cohorts is disappointing and requires an urgent rethink, including for PP and non PP children
Cook shop vouchers to improve attendance. Children with improved attendance can earn vouchers as reward	To encourage and support families to eat together a nutritional and healthy meal together. Raises the profile of attendance for individuals and for families	The table below gives a breakdown of attendance with a focus on PP pupils to the May half term, with a comparison to the same period in 2014/15. This shows that the attendance of PP children has improved
Music Tuition	To learn to play an instrument which is a continuation of the children's learning in class.	Pupils supported to learn to play an instrument which has resulted in improved confidence, social skills and attendance
To improve relationships with parents of disadvantaged children, to support them to encourage and assist the children with their learning outside of the classroom	Contribution to salaries of Learning Mentor and Home School Support Worker	Many families worked with staff, including those attending parent workshops and those supported on a one to one basis. Young Carers award also achieved in

		recognition of the support provided to the children within this group
Outdoor Learning	To increase the achievement and experiences of Pupil Premium children through a curriculum and resources that makes use of the school grounds as a stimulus	Improved interaction within the classroom as well as improved confidence and self-esteem

Impact

EYFS	2014			2015			2016		
	Cohort	School	National	Cohort	School	National	Cohort	School	National
All	112	63%	61%	108	67%	66%	117	74%	69%
Boys	46	43%	53%	42	71%	59%	59	61%	62%
Girls	66	77%	69%	66	64%	74%	58	86%	77%
PP	24	54%	45%	20	55%	52%	31	71%	55%
Non PP	88	66%	64%	88	69%	69%	86	74%	72%

Good Level of Development (GLD) has continued to rise and was 5% above national in 2016.

Year 1 Phonics	2014			2015			2016		
	Cohort	School	National	Cohort	School	National	Cohort	School	National
All	117	68%	74%	116	72%	77%	112	88%	81%
Boys	57	65%	70%	54	61%	73%	45	82%	77%
Girls	60	70%	78%	62	81%	81%	67	91%	84%
PP	33	67%	63%	34	59%	66%	26	85%	70%
Non PP	84	68%	78%	82	77%	80%	86	88%	83%
EAL	10	70%	74%	13	54%	76%	17	100%	80%
Non EAL	105	68%	75%	102	75%	77%	71	75%	81%

Year 2 SATS	Working at Age Related Expectations or at Greater Depth								
	All	Boys	Girls	PP	Non	SEN	Non	EAL	NON EAL
Reading	83%	76%	89%	70%	88%	33%	86%	79%	84%
writing	72%	58%	84%	56%	79%	33%	74%	64%	73%
Maths	74%	64%	82%	59%	81%	17%	77%	79%	85%
	Working at Greater Depth								
	All	Boys	Girls	PP	Non	SEN	Non	EAL	NON EAL
Reading	30%	18%	39%	24%	33%		31%	43%	29%
Writing	23%	14%	31%	12%	29%		25%	36%	22%
Maths	27%	28%	26%	18%	31%		29%	43%	25%

Year 6 SATS test outcomes	Working at Age Related Expectations								
	All	Boys	Girls	PP	Non PP	SEN	Non SEN	EAL	NON EAL
	(61)	(27)	(34)	(30)	(55%)	(9)	(52)	(7)	(54)
Reading	57%	52%	62%	47%	68%	22%	64%	71%	56%
Writing									
GPS	71%	52%	85%	60%	81%	33%	77%	71%	70%
Maths	57%	56%	59%	43%	71%	33%	62%	71%	56%
Combined	43%	37%	49%	28%	58%	11%	50%	71%	39%

Attendance

	2013		2014		2015		2016 (to May Census)	
	School	National	School	National	School	National	School	National
Overall Absence	6.3%	4.8%	5.5%	3.9%	4.3%	4.0%	3.8%	
PA (<15%)	6.6%	3.6%	5.7%	2.8%	1.9%	2.7%	1.5%	

	All		Pupil Premium	
	14/15	15/16	14/15	15/16
R	93.1%	95.1%		94.3%
1	95.0%	95.9%	94.1%	95.1%
2	96.0%	95.7%	95.9%	94.5%
3	96.4%	96.4%	95.6%	95.2%
4	96.7%	96.3%	95.3%	95.7%
5	95.8%	96.7%	94.3%	95.9%
6	95.9%	96.4%	95.6%	96.1%
All	95.5%	96.0%	95.1%	95.2%

Breakdown of attendance for PP children with a comparison to previous academic year