

Pupil Premium:

Financial Year 2015/16 we received £56,020 in pupil premium funding
This money is to support the disadvantaged pupils in all areas of the curriculum and in integrating fully into school life.

Some pupil premium funding is used to offer free clubs and activities to disadvantaged pupils. The pre and after school clubs presently are charged at £3.50 per session. Those pupils for whom we receive funding are offered places free of charge. At present take up from disadvantaged children is at 30% of places available.

We recently changed the P.E. kit in school, because of the mid year outlay, we used the Pupil Premium funding to provide PE kits for the disadvantaged pupils, buying in bulk provided us with a heavily discounted price and the children all look great.

One of the key factors for making rapid improvement academically is the quality of feedback that children receive. To allow teachers more time to do this we have used the pupil premium funding to pay for a part time (0.6) teacher and a full time HLTA (fully qualified teacher).

This has allowed us to have a focussed group of support in year six, where the disadvantaged pupils make up 33% of the cohort, by splitting the class the disadvantaged pupils receive more dedicated teacher time and personalised feedback (as do the other children) this is showing to be very effective in there being only a 0.2 APS (average point score) difference in writing, 0.1 APS difference in reading and 1.4 difference in mathematics.

Numbers into action settings and pupil progress meetings heavily focus on the provision for the disadvantaged, and the HLTA use is prioritised for these groups. Again, an extra person does not necessarily make a difference, but our groupings are detailed and specific, with an emphasis on providing clear, instant and useful feedback. Each teacher is responsible for the tracking and documentation of the disadvantaged pupils and ensuring that their needs are being met and that their progress is monitored closely.

We use the pupil premium to heavily subsidise school trips to ensure that all children can participate in the enrichment activities, similarly we never charge for the magicians, pantomimes or other 'bought in' productions..

So What...

The impact of our pupil premium support is clear to see, in all year groups the gap is narrowing between disadvantaged pupils and the rest of the cohort.

At the end of key stage one (2014)

100% of the disadvantaged children who did not pass the phonics check in year one passed in year two thanks to a focussed phonics catch up programme, funded by the pupil premium.

This table shows how the disadvantaged pupils performed very well against the cohorts nationally and within school

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	31	16.3	15.9	31	16.5	16.5	31	15.6	15.1	31	16.8	16.2
Gender												
Male	13	14.7	15.5	13	14.8	15.9	13	13.9	14.4	13	15.5	16.2
Female	18	17.4	16.4	18	17.8	17.0	18	16.8	15.9	18	17.8	16.3
Free School Meals*												
FSM	5	16.5	14.6	5	17.8	15.0	5	15.4	13.7	5	16.2	15.0
Non FSM	26	16.3	16.4	26	16.3	17.0	26	15.6	15.6	26	16.9	16.7
Children Looked After												
CLA	1	11.7	13.1	1	13.0	13.6	1	9.0	12.2	1	13.0	13.4
Not CLA	30	16.5	16.0	30	16.7	16.5	30	15.8	15.1	30	16.9	16.2
Disadvantaged pupils												
Disadvantaged pupils	6	15.7	14.6	6	17.0	15.0	6	14.3	13.7	6	15.7	15.0
Other pupils	25	16.5	16.4	25	16.4	17.0	25	15.9	15.6	25	17.1	16.7

Children eligible for free school meals have not only closed the gap, but have shown that in Reading and overall, they perform as well or better than the rest of our cohort and consistently close to or above the national averages.

Attainment

Our intervention strategies for the disadvantaged pupils have allowed the children to narrow the gap at level 4, especially in writing, which has been a whole school focus for several years.

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading, Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	30	87	79		30	90	86	-	30	93	89	-	30	93	85	-	30	83	76	
Gender																				
Male	13	92	76	-	13	92	86	-	13	92	87	-	13	92	81	-	13	92	72	-
Female	17	82	82	-	17	88	86	-	17	94	90	-	17	94	90	-	17	76	81	-
Free School Meals*																				
FSM	5	60	67	-	5	80	78	-	5	80	82	-	5	100	76	-	5	60	66	-
Non FSM	25	92	83	-	25	92	90	-	25	96	92	-	25	92	89	-	25	88	81	-
Children Looked After																				
CLA	1	0	48	-	1	0	61	-	1	100	68	-	1	100	59	-	1	0	50	-
Not CLA	29	90	79	-	29	93	86	-	29	93	89	-	29	93	85	-	29	86	76	-
Disadvantaged pupils																				
Disadvantaged pupils	5	60	67	-	5	80	78	-	5	80	82	-	5	100	76	-	5	60	66	-
Other pupils	25	92	83	-	25	92	90	-	25	96	92	-	25	92	89	-	25	88	81	-

At level 5 we can see that the disadvantaged children perform better than the cohorts national in all areas aside from reading and that the in school gap is very close, with disadvantaged children matching the rest of the cohort in maths reading and writing, mathematics, and writing. One child equates to 20%

Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading, Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	30	37	24		30	63	42	Sig+	30	57	49		30	40	33		30	73	52	Sig+
Gender																				
Male	13	46	20	-	13	77	44	Sig+	13	69	46		13	46	26	-	13	77	46	Sig+
Female	17	29	27	-	17	53	40		17	47	53		17	35	41		17	71	58	
Free School Meals*																				
FSM	5	40	12	-	5	60	28	-	5	40	35	-	5	40	20	-	5	60	39	-
Non FSM	25	36	29		25	64	48		25	60	56		25	40	39		25	76	58	
Children Looked After																				
CLA	1	0	5	-	1	0	16	-	1	0	25	-	1	0	10	-	1	0	26	-
Not CLA	29	38	24		29	66	42	Sig+	29	59	50		29	41	33		29	76	52	Sig+
Disadvantaged pupils																				
Disadvantaged pupils	5	40	12	-	5	60	28	-	5	40	35	-	5	40	20	-	5	60	39	-
Other pupils	25	36	29		25	64	48		25	60	56		25	40	39		25	76	58	

Table 4.3.6: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2014 (KS2.2A)

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School Cohort	APS	National APS	School Cohort	APS	National APS	School Cohort	APS	National APS	School Cohort	APS	National APS	School Cohort	APS	National APS
	All Pupils	30	30.6	28.7	30	31.4	29.0	30	30.0	29.0	30	29.4	27.9	30	31.4
Gender															
Male	13	32.1	28.5	13	33.9	29.2	13	30.7	28.6	13	29.8	27.0	13	32.5	27.8
Female	17	29.4	28.9	17	29.5	28.8	17	29.5	29.4	17	29.1	28.7	17	30.5	29.4
Free School Meals*															
FSM	5	29.1	27.0	5	29.4	27.2	5	28.2	27.5	5	29.4	26.3	5	29.4	26.9
Non FSM	25	30.8	29.4	25	31.8	29.8	25	30.4	29.7	25	29.4	28.6	25	31.8	29.4
Children Looked After															
CLA	1	24.0	24.6	1	21.0	24.8	1	27.0	25.5	1	27.0	23.5	1	21.0	24.4
Not CLA	29	30.8	28.7	29	31.8	29.0	29	30.1	29.0	29	29.5	27.9	29	31.8	28.6
Disadvantaged pupils															
Disadvantaged pupils	5	29.1	27.0	5	29.4	27.2	5	28.2	27.5	5	29.4	26.2	5	29.4	26.9
Other pupils	25	30.8	29.4	25	31.8	29.8	25	30.4	29.7	25	29.4	28.6	25	31.8	29.4

Progress at key stage 2 (2014)

Table 5.2.2: Expected Progress in Reading Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each reading Key Stage 2 attainment level and their corresponding reading Key Stage 1 prior attainment.

Number of Pupils	Key Stage 2 Reading Level							Total No. of Disadvantaged pupils	Expected Progress				More than expected progress										
	Other or no prior available	Sub Level	Other or No KS2 Result	W	1	2	3		4	5	6	Disadvantaged pupils Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress				
																				KS1 Reading Level	0	0	0
W	0	0	0	0	0	0	0	0	0	0	0%	0%	61%	0	0%	0%	31%						
1	0	0	0	0	0	0	1	0	0	1	100%	100%	85%	1	100%	67%	64%						
2	2C	0	0	0	0	1	1	0	0	2	1	50%	100%	85%	0	0%	33%	21%					
	2B	0	0	0	0	0	0	0	0	0	0	0%	100%	96%	0	0%	44%	39%					
2A	0	0	0	0	0	0	0	0	0	0	0%	100%	99%	0	0%	100%	66%						
3	0	0	0	0	0	0	0	2	0	2	100%	100%	91%	0	0%	0%	1%						
4	0	0	0	0	0	0	0	0	0	0	0%	0%	7%	-	-	-	-						
Summary								5	4	80%	100%	92%	1	20%	52%	34%							
Key								Total Cohort of Disadvantaged pupils	5														

Table 5.2.4: Expected Progress in Writing Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each writing Key Stage 2 attainment level and their corresponding writing Key Stage 1 prior attainment.

Number of Pupils	Key Stage 2 Writing Level							Total No. of Disadvantaged pupils	Expected Progress				More than expected progress										
	Other or no prior available	Sub Level	Other or No KS2 Result	W	1	2	3		4	5	6	Disadvantaged pupils Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress				
																				KS1 Writing Level	0	0	0
W	0	0	0	0	0	0	0	0	0	0	0%	0%	67%	0	0%	0%	42%						
1	0	0	0	0	0	1	0	0	0	1	100%	100%	94%	1	100%	60%	56%						
2	2C	0	0	0	0	0	2	0	0	2	100%	100%	88%	0	0%	13%	9%						
	2B	0	0	0	0	0	0	0	0	0	0%	100%	98%	0	0%	67%	30%						
2A	0	0	0	0	0	0	0	0	0	0	0%	100%	100%	0	0%	100%	65%						
3	0	0	0	0	0	0	0	2	0	2	100%	100%	92%	0	0%	100%	12%						
4	0	0	0	0	0	0	0	0	0	0	0%	0%	55%	-	-	-	-						
Summary								5	5	100%	100%	94%	1	20%	52%	34%							
Key								Total Cohort of Disadvantaged pupils	5														

Table 5.3.2: Expected Progress in mathematics Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR_CTG)

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment.

Number of Pupils		Key Stage 2 Mathematics Level							Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		Sub Level	Other or No KS2 Result	W	1	2	3	4		5	6	Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress
KS1 Mathematics Level	Other or no prior available	0	0	0	0	0	0	0	0	0	0%	0%	64%	-	-	-	-	
	W	0	0	0	0	0	0	0	0	0	0%	0%	51%	0	0%	0%	22%	
	1	0	0	0	0	1	0	0	0	1	100%	100%	84%	0	0%	33%	43%	
	2	2C	0	0	0	0	0	0	0	0	0	0%	100%	76%	0	0%	100%	9%
		2B	0	0	0	0	0	1	1	0	2	100%	100%	94%	1	50%	44%	27%
		2A	0	0	0	0	0	0	1	0	1	100%	100%	99%	1	100%	88%	62%
	3	0	0	0	0	0	0	1	0	1	100%	100%	92%	0	0%	75%	37%	
	4	0	0	0	0	0	0	0	0	0	0%	0%	96%	-	-	-	-	
	Summary									5	5	100%	100%	91%	2	40%	64%	38%
	Key									Total Cohort of Disadvantaged pupils	5							

In terms of progress, our disadvantaged pupils all made expected progress in all areas apart from one child in reading, the notorious 2c to level 4 conversion. In reading and writing the 'more than expected progress' for the disadvantaged pupils seems lower than cohorts nationally and in school. This can be explained that two of the disadvantaged pupils (40%) were at level 3 in key stage one, and only 12% of the country managed level 6 in writing and only 1% in reading.