



Pupil Premium Report September 2016

School accountability for the pupil premium

Our "Closing the Gap for Disadvantaged Children's Policy" (revised in April 2016 and to be annually reviewed) is available on our school website. It is our statement of the school's strategy in respect of the pupil premium allocation and includes a summary of the main barriers to educational achievement faced by eligible pupils. Ensuring implementation of this policy is a core aspect of our School Plan for 2016/2017. The school wide appraisal objective is based upon progress of disadvantaged children. All our development, leadership, phase meetings and standards committee of the Governing Body have progress of disadvantaged children as a standing item for each meeting.

The academic year 2015/2016

Number of Pupils and Pupil Premium Grant (PPG) received for the academic year 15/16	
Total Number of Pupils on Roll	427
Total Number of Pupils eligible for PPG	Current Eligibility FSM children 40 Ever 6 children
Amount of PPG received per pupil	£1300 per pupil £1900 adopted from care
Total amount of PPG received	£92,240.00 in April 2015 Budget based on January 2015 Census

PPG spending for 2015/16

(Pupils eligible for FSM or in Local Authority Care or adopted from care.)

Objectives in spending PPG:

1. Raising attainment and achievement of pupils to at least expected progress through:-
Provision to raise Literacy levels, especially reading, Fischer Family Trust in Key Stage 2. (Reading recovery not included in this report as a separate funding stream)
Provision to raise Numeracy levels. Including the ECC provision
2. Social and Emotional support/ interventions to improve engagement and behaviour, particularly through the employment of a Higher Level Nurture Assistant, and an additional Nurture Assistant to cover breaktime and lunchtime.
3. Enhanced/ improved cultural capital- trips, activities, extra curriculum activities and support with uniform, materials etc, particularly with the introduction of a free uniform to all eligible new starters.
4. Staff training that focuses on Closing the Gap in English and Maths, and Quality First Teaching.
5. Monitor and track using Bluehills provision map software compatible with SIMS

Allocation 2015–16

1. Raising Attainment

Teaching staff support including % of inclusion manager ECC teacher and Class Teacher Interventions requiring HLTA cover	£31,721
Support Staff: HLTA led interventions	£26,580
Support Staff: TA led interventions	£39,466

2. Social and Emotional Support

Nurture Staff	£29,318
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3. Enhanced Cultural Capital

Residential and non- residential trip support for PP children	£1,798
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4. Staff Training

Staff training and development – Improve teaching and learning (inc Dyslexia Service, FFT, Better Reading @Primary, Reading Recovery and Provision map training for teachers	£2,405
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5. Monitoring and Tracking

Provision map writer Annual Subscription	£500
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Total Expenditure	£131788
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Impact of the provision

1. Raising attainment.

The additional provision for each child is evaluated and perhaps most importantly next steps are planned. This is completed by the class teacher and then in consultation with the phase leader. In Every Child Counts (Maths) all children made at least 1 year 4 months progress and the significant majority made 2 years 4 months progress.

The table below shows overall performance of disadvantaged children:

Performance of disadvantaged pupils in academic year 2015 and 2016 (pupils eligible for FSM or in Local Authority Care for at least 6 months)			
	KS1 Attainment	KS2 Attainment	Progress from KS1 to KS2
Reading	<p>In 2015, 80% of disadvantaged pupils attained Level 2b or above in the key stage 1 reading assessment, while 92% of other pupils attained Level 2b or above. (National figures are 84% and 93% respectively.)</p> <p>In 2016 87.8% of other pupils achieved expected level of achievement compared to 50% of disadvantaged.</p>	<p>In 2015 93% of disadvantaged pupils attained level 4 or above while 97% of other pupils attained level 4 or above. (National figures are 83% and 89% respectively.)</p> <p>In 2016 79.6% of other pupils achieved expected level compared to 66.7% of disadvantaged.</p>	<p>In 2015 100% of disadvantaged pupils made expected progress in Reading compared to 100% of other pupils in school, and 92% nationally.</p> <p>43% of disadvantaged pupils made better than expected progress, compared to 59% of other pupils in school, and 33% nationally.</p> <p>2016 not yet available</p>
Writing	<p>In 2015, 60% of disadvantaged pupils attained Level 2b or above in the key stage 1 writing assessment, while 82% of other pupils attained Level 2b or above. (National figures are 59% and 77% respectively.) In 2016 89.8% of other pupils achieved expected level of achievement compared to 50% of non-disadvantaged</p>	<p>In 2015 80% of disadvantaged pupils attained level 4 or above while 92% of other pupils attained level 4 or above. (National figures are 79% and 87% respectively.)</p> <p>In 2016 88.9% of other pupils achieved expected level compared to 77.8% of disadvantaged.</p>	<p>In 2015 100% of disadvantaged pupils made expected progress in Writing compared to 100% of other pupils in school, and 95% nationally. 36% of disadvantaged pupils made better than expected progress, compared to 43% of other pupils in school, and 37% nationally.</p> <p>2016 not yet available</p>

Maths	In 2015, 70% of disadvantaged pupils attained Level 2b or above in the key stage 1 mathematics assessment, while 92% of other pupils attained Level 2b or above. (National figures are 71% and 85% respectively.) In 2016 89.8% of other pupils achieved expected level compared to 66.7% of disadvantaged children	In 2015 87% of disadvantaged pupils attained level 4 or above, while 92% of other pupils attained level 4 or above. (National figures are 80% and 87% respectively.) In 2016 81.5% of other pupils achieved expected level compared to 55.6% of disadvantaged children.	In 2015 100% of disadvantaged pupils made expected progress in Writing compared to 100% of other pupils in school, and 95% nationally. 36% of disadvantaged pupils made better than expected progress, compared to 43% of other pupils in school, and 37% nationally. 2016 not yet available
Good Level of Development in Foundation Stage	In 2016 91% of all children achieved Good Level Of Development compared to 83% of disadvantaged children. The difference from published data is there is a child in care who was not included in the original data.		
Phonics Screening Check Y1	In 2015, 100% of disadvantaged pupils achieved a pass in the phonics screening check, compared to 96% of other pupils. (National figures are 66% and 80% respectively.) In 2016 60% (cohort of 5) of disadvantage pupils achieved a pass in the phonics screening compared to 85.5% of other pupils		
RWM KS2	In 2015, 80% of disadvantaged pupils achieved Level 4 or above in Reading, Writing and Maths combined, compared to 89% of other pupils, and 85% of other pupils nationally. In 2016 55.6% of disadvantaged pupils achieved expected levels in Reading, Writing and Maths compared to 70.4% of other pupils.		

Summary: The data tells us that in 2015 our disadvantaged pupils' attainment and progress is broadly in line with both other pupils in our own school, and other pupils nationally. Areas where there are dips, are prioritised in our Action Plans.

In 2016 attainment of disadvantaged pupils was broadly in line with other pupils in Foundation Stage. In Year 1 phonics, KS1 and KS2 the attainment of disadvantaged pupils was lower than other children in school. This has led to the implementation of the strategies outlined above, including raising attendance (attendance action plan written) of disadvantaged pupils.

Attainment at KS2 for disadvantaged pupils was above other children nationally in writing, in line with reading and below for maths. It is likely that none of these differences will be statistically significant.

2. Social and Emotional Support

Nurture support continued to ensure that behaviour for learning in school continues to be good. There have been no exclusions in school for a number of years. The entry and exit data via the QCA assessment shows the impact of the Nurture Support. In addition there is much qualitative data from children, parents, staff and outside agencies stating the quality of Nurture Support and the impact it has on disadvantaged children's attitude and attainment.

3. Enhanced Cultural Capital

In June 2016 all year 5 and 6 children receiving pupil premium went on the school residential visits to Stackpole and Kilvrough respectively. In September 2015 all children joining the school in Foundation Stage were given a school uniform at the beginning of the academic year.

4. Staff Training

Staff training focuses on quality first teaching. In addition specific training has been undertaken to provide personalised learning for a number of disadvantaged children. This has led to many making better than expected progress, albeit from relatively low starting points.

5. Monitoring and Tracking

We monitor and track support for our pupil premium children by using Provision Map Writer. This is a powerful strategic tool which helps us analyse the additional provision we offer pupil premium children across the school. Each pupil premium child has a pupil profile where their strengths, barriers to learning and effective strategies are outlined. An individual map is made which includes a list of all the interventions a child is involved in, pupil staff ratio, staff involved, sessions per week, length of sessions and weeks to run. The effectiveness of each intervention is monitored and recommendations for next steps are made. These are discussed in termly pupil progress meetings with the phase leader and put into an action plan to be used in the classrooms to be used by all practitioners on a daily basis.

Number of Pupils and Pupil Premium Grant (PPG) for academic year 2016/2017	
Total Number of Pupils on Roll (Jan census)	425
Total Number of Pupils eligible for PPG (at census)	Eligibility FSM children 45 Ever 6 children
Amount of PPG received per pupil	£1300 per pupil £1900 adopted from care
Total amount of PPG received	£87540.00 in 2016-17 Budget based on January 2016 Census figures

Provision Allocation 2016–17

1. Raising Attainment

Teaching staff support including 2 mornings a week by Inclusion Manager. General teacher of 13,000 this is time covered by HLTA when teacher doing an intervention work (at HLTA rate)	£ 8252.00 £13,000.00
Support Staff: HLTA led interventions (includes	£16,715.00
Support Staff: TA led interventions – List of anticipated hours that will be spent on inventions over the year.	£43,800.00

2. Social and Emotional Support

Nurture Staff	£32,700.00
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3. Enhanced Cultural Capital

Residential and non- residential trip support for PP children	£2000.00 Kilvrough £1375.00 Stackpole
Additional resources to support PP)	£2,500.00

4. Staff Training

Staff training and development – Improve teaching and learning (inc Dyslexia Service, FFT, Better Reading @Primary, Provision map training for teachers	£ 355.00 Inclusion Manager training £ 495.00 blue hills
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5. Monitoring and Tracking

Provision map writer Annual Subscription	£ 500.00
Total Expenditure	£121692