|  |
| --- |
| Pupil Premium Grant ExpenditureReport to parents 2015 -16 - 17 |
| Number of pupils and pupil premium grant received |
| Total number of pupils on roll | 259 (at April 2016) |
| Number of pupils eligible for pupil premium grant (average due to change of pupils at end of academic year / high pupil mobility) | 125 |
| Average amount of pupil premium grant received per pupil | £1108 |
| Total amount of pupil premium grant received | £138,600 |
| Barriers to learning  |
| * Attendance
* Social and emotional needs
* Lack of wider life experience to support their learning
* Reduced aspirations
* Require additional support for practice – limited opportunities at home
* Low starting points – require additional support to ‘catch up’ with peers to ARE
 |
| Nature of support 2015-16 |
| * Reduced class sizes
* Focussed support in the classroom
* Small group tuition by teachers in specially selected intervention groups for literacy, numeracy and phonics / reading
* Small group tuition by teaching assistants in specially selected intervention groups for literacy, numeracy, phonics / reading, speech & language
* 1:1 teaching from a teacher / teaching assistant
* Contribution to educational trips
* Contribution to support costs (for all parents) of residential visit to Laches Wood Outdoor Education Centre in Summer Term
* Home-school link worker to support pupils and families (including improving attendance)
* Lunchtime nurture clubs (self-esteem, confidence, social skills)
* Afternoon nurture group (self-esteem, confidence, social skills, behaviour, pre and post learning)
 |
| Measuring the impact of pupil premium spending |
| * The school will evaluate the impact of each pupil’s academic gains at the end of each half term through teacher assessment and the end of each term through standardised reading and mathematics tests (PIRA and PUMA)
* Evaluation of social skills, self-esteem, behaviour, confidence through observation and Boxhall Profile (where appropriate)
 |
| Impact of 2015-16 funding |
| **Results July 2015:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Y6****Attainment** | **KS2 Assessment: Reading** | **Teacher Assessment: Writing** | **KS2 Assessment: Mathematics** | **KS2 Assessment: Punctuation, Spelling & Grammar** |
| Level 4+ | Level 4b+ | Level 5 | APS | Level 4+ |  | Level 5 | APS | Level 4+ | Level 4b+ | Level 5 | APS | Level 4+ | Level 4b+ | Level 5 | APS |
| Disadv 16 | 88% | 88% | 31% | **28.4** | 81% |  | 13% | **26.6** | 75% | 69% | 31% | **27.9** | 69% | 56% | 50% | **27.9** |
| Non disadv16 | 94% | 81% | 44% | **29.0** | 81% |  | 56% | **29.3** | 75% | 69% | 25% | **27.9** | 75% | 69% | 56% | **27.9** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Attainment** | **Reading** | **Writing** | **Mathematics** |
| % below | % at national expectations | % above | APS | % below | % at national expectations | % above | APS | % below | % at national expectations | % above | APS |
| Y5 Disadvantaged  | 47% |  | 53% | **24.6** | 61% | 22% | 17% | **22.3** | 43% | 24% | 33% | **23.9** |
| Y5 Not Dis | 20% | 5% | 75% | **27.6** | 36% | 23% | 41% | **24.8** | 20% | 25% | 55% | **26.4** |
| Y4 Disadvantaged | 27% |  | 73% | **23.9** | 27% |  | 73% | **23.5** | 18% | 9% | 73% | **23.2** |
| Y4 Not Dis | 14% | 7% | 79% | **25.3** | 29% |  | 71% | **23.6** | 29% | 7% | 64% | **23.0** |
| Y3 Disadvantaged  | 25% | 8% | 67% | **20.8** | 17% | 58% | 25% | **19.7** | 50% | 17% | 33% | **18.8** |
| Y3 Not Dis | 35% | 15% | 50% | **19.0** | 30% | 25% | 45% | **19.3** | 40% | 30% | 30% | **18.2** |
| Y2 Disadvantaged  | 12% | 63% | 25% | **15.8** | 12% | 75% | 13% | **15.0** | 25% | 37% | 38% | **16.3** |
| Y2 Not Dis | 29% | 46% | 35% | **16.4** | 15% | 70% | 15% | **15.2** | 12% | 50% | 38% | **17.2** |
| Y1 Disadvantaged  | 11% | 44% | 44% | **13.1** | 33% | 44% | 22% | **11.0** | 44% | 28% | 28% | **11.3** |
| Y1 Not Dis | 15% | 39% | 48% | **12.9** | 33% | 52% | 18% | **10.8** | 42% | 36% | 23% | **10.9** |

Reception Class data for July 2015 demonstrates out disadvantaged pupils performing exactly equal to our not disadvantaged pupils.**Results of pupil data by Statutory Assessment Test / STAT Assessment July 2016:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Maths** **Secure +** | **Maths Exceeding** | **Reading** **Secure +** | **Reading Exceeding** | **Writing** **Secure +** | **Writing Exceeding** | **EGPS****Secure +** | **EGPS****Exceeding** |
| Y6 | 52% | 0% | 43% | 13% | 74% | 0% | 57% | 4% |
| Y5 | 9%\* | 9%\* | 82% | 64% | 81% | 72% | 54% | 45% |
| Y4 | 57% | 36% | 78% | 64% | 64% | 43% | 50% | 29% |
| Y3 | 50% | 42% | 75% | 58% | 59% | 42% | 34% | 17% |
| Y2 | 83% | 6% | 72% | 6% | 67% | 11% |  |  |
| Y1 | 54% | 46% | 38% | 38% | 58% | 58% | 36% | 7% |
| YR | Num 82% | 27% | 75% | 25% | 73% | 27% |  |  |

\*Yr 5 ARE requirements to be further investigated.Further outcomes:* Targeted pupils were supported by our afternoon nurture provision which, along with supporting self – esteem, emotional and social development, provided a vehicle for pre and post teaching – evidence of pupil self esteem / confidence and engagement raised.
* Families were supported by school contributing to the cost of trips and experiences for the pupils to support their learning and provide a real life context.
* Home School Link Worker provided support for families with attendance and lateness, reductions in absence, persistent absence and lateness.
* Teachers and Teaching Assistants provided support for learning through intervention programmes to support pupil progress and achievement, interventions monitored and progress measured.
* Lunchtime clubs supported pupils to build their self-esteem and develop social skills, raised confidence and social awareness.
* Targeted pupils made progress with their reading supported by 1:1 additional reading opportunities, improvement in PIRA reading ages measured.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| % of PP pupils with PIRA 100+ scores  | Y6: 55% | Y5: 62% | Y4: 50% | Y3: 56% | Y2: 64% | Y1: 55% |

* Reduced class sizes enabled staff to give more focus, feedback and support.
* Teaching Assistants used to support individual and small groups within the classroom and in out of class interventions to improve pupil progress and attainment.
 |
| **Nature of Support 2016 - 17** |
| Barriers continue as above, although the work of the Home School Link Worker is supporting improved attendance.* X2 Reception classes to support pupil progress in Early Years from low starting points
* Teacher cover for PPA to ensure high quality teaching and learning
* Focussed support in the classroom
* Small group tuition by teachers in specially selected intervention groups for literacy, numeracy and phonics / reading
* Small group tuition by teaching assistants in specially selected intervention groups for literacy, numeracy, phonics / reading, speech & language
* Individual pupil ipads for targeted pupils
* ‘Success Maker’ online intervention programme to support reading and mathematics progress for targeted pupils Y1 – Y6
* 1:1 teaching from a teacher / teaching assistant
* Contribution to educational trips
* Contribution to support costs (for all parents) of residential visit to Laches Wood Outdoor Education Centre in Summer Term
* Home-school link worker to support pupils and families (including improving attendance)
* Lunchtime nurture clubs (self-esteem, confidence, social skills)
* Afternoon nurture group (self-esteem, confidence, social skills, behaviour, pre and post learning)

**Review of impact to take place following data analysis in July 2017** |
| Measuring the impact of pupil premium spending 2016 - 17 |
| * July 2017: 80% of disadvantaged pupils across the school to be ARE in PIRA reading assessment.
* July 2017: 25% of disadvantaged pupils across the school to achieve greater depth standardised score of 120+ in PIRA reading assessment.
* July 2017: 80% of disadvantaged pupils across the school to be ARE in EGPS and writing.
* July 2017: 27% of disadvantaged pupils across the school to achieve greater depth in EGPS and writing.
* July 2017: 90% of disadvantaged pupils across the school to be within confidence band of ARE in PUMA maths assessment.
* July 2017: 25% of disadvantaged pupils across the school to achieve greater depth standardised score of 120+ in PUMA maths assessment.
* Maintain and further improve attendance of disadvantaged pupils to at least 96%
* Evaluation of social skills, self-esteem, behaviour, confidence through observation and Boxhall Profile (where appropriate)
 |