



**Pupil Premium Grant Expenditure
Report to Parents 2016/7**

| Overview of the school number of pupils and pupil premium grant (PPG) received | |
|---|----------|
| Total number of pupils on roll | 333 |
| Total number of pupils eligible for PPG | 101 |
| Amount of PPG received per pupil | £1320 |
| Total amount of PPG received | £133,320 |

| Nature of Support 2016/7 Overview |
|---|
| <p>The funding received from pupil premium has been allocated in the following ways:</p> <p>Resources</p> <ul style="list-style-type: none"> • On line Numeracy and Literacy programmes to be accessed at home and school, to develop links in learning. • Increased Numeracy Numicon and ICT to improve learning and support flexible curriculum. <p>Opportunities and experiences</p> <ul style="list-style-type: none"> • These include workshops relating to the curriculum to provide opportunities to learn new skills linked to PE, Music, and support more able and talented learners. • Supporting trips and a residential to provide wider life experiences and aspirations <p>Intervention programmes</p> <ul style="list-style-type: none"> • Staffing and resources to provide intervention linked to EAL, Early years, Numeracy and Literacy to help close the gap. • Learning opportunities linked to emotional and social development and real life skills. Including the Nurture provision for supporting emotional and social barriers to learning. <p>Staffing</p> <ul style="list-style-type: none"> • Increase number of teachers to allow additional gap analysis of individual pupil progress and to offer greater 1:1 support to help close the gaps. • Use of the family support worker to offer a range of support to children and their families to break down barriers to learning and to aid transition between schools. • Inclusion manager non class based to support work in school and link to family support to improve links to learning. • Non class based Assistant head to support wave 1 teaching through coaching and mentoring of staff. |

The school will evaluate the impact on its pupils at the end of the summer term, through data analysis and progress evidence of social and emotional development.

On-going tracking ensures the most appropriate interventions are put in place to impact positively on individual progress.



Data Analysis

Gap analysis for each year group.

This does not reflect the other vulnerable groups linked to the children receiving pupil premium support.

| PP | Y1S | Y1T | Y2S | Y2T | Y3S | Y3T | Y4S | Y4T | Y5 | Y6 |
|---------|------|-------|-------|------|------|------|------|-------|-------|-------|
| Reading | 1.70 | 0.19 | -1.96 | 1.33 | 0.40 | 3.15 | 1.40 | -0.26 | -0.19 | -3.27 |
| Writing | 2.80 | -0.06 | -1.15 | 1.33 | 1.56 | 2.92 | 1.88 | -0.08 | 1.19 | -3.72 |
| Maths | 2.25 | -0.46 | -2.26 | 1.02 | 1.12 | 3.13 | 1.60 | -0.07 | 1.10 | -2.01 |

Non pupil premium results - Pupil premium results.

| | |
|--|------------------------------------|
| | Pupil Premium outperforming non PP |
| | Gap greater than 1 |

Aim = Gap of around 1 or less.

Negative number shows PP outperforming Non PP

This is a positive picture as it shows there are a number of classes where pupil premium children are achieving higher than non-pupil premium. The gaps across the cohorts are relatively small, except for 3T, where 5 / 13 pupils are also severe SEND, with a diagnosis, this cohort was a focus from the previous analysis, although the gaps are still large, they have reduced over the year.

There are a number of interventions which have been directed towards improving the outcomes for pupil premium children. This can be seen where pupil premium outperform the non-pupil premium children, in a number of year groups across Reading, writing and Maths.

In cases where the gap is larger, this is due to children being included in other vulnerable groups such as Special educational needs, English as an additional language.

Previous focus was on intervention for Maths, there is a closing of the gaps in this area.

The focus on the previous 1T cohort has proved a narrowing of the gap across Reading, writing and Maths.

Next steps:

- Identify PP children needs in classes who have not made expected progress and provide directed intervention.
- Focus on interventions for Writing

Progress for Pupil Premium from starting points

| | Y1S | Y1T | Y2S | Y2T | Y3S | Y3T | Y4S | Y4T | Y5 | Y6 |
|---------|------|------|------|------|-----|------|------|------|------|------|
| Em-Ex | 6 | 6 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 3 |
| Reading | 4.58 | 3 | 3.67 | 3.92 | 2.9 | 2.65 | 3.56 | 2.19 | 1.69 | 3.53 |
| Writing | 3.37 | 4.25 | 3.67 | 3.58 | 3.2 | 2.38 | 3.06 | 2.02 | 0.97 | 4.5 |
| Maths | 4.13 | 6 | 5.33 | 4.67 | 2.4 | 1.23 | 2.39 | 2.21 | 2.46 | 2.84 |

| | |
|--|---|
| | Above expected = good progress |
| | On track |
| | Slightly below |
| | 1 or more below expected - need for development |

This is a positive picture showing the majority of classes on track or above for progress across Reading, Writing and Maths. Reading and Writing progress is slower and will become a focus for next year.



Next Steps:

- Identify children in Y1 for additional support in Y2
- Focus on intervention for Reading and writing

EYFS

14 Children, 3 SEND, 2 EAL

Average points 32, non PP 32.4 Gap 0.4

GLD 64 % (55% 2016), Non PP 69%

Next steps:

Focus on intervention support targeted at EYFS and preschool, who receiving funding

KS1

12 children, 20%

5 children SEND, 1 EAL

| Interim Framework Reported data % exp or above | R | W | M | RWM |
|--|------|------|-------|-----|
| PP | 58.3 | 33 | 66.7 | 25 |
| Non PP | 81 | 70.1 | 68.7 | 52 |
| Gap | 22.7 | 37.1 | 2 | 27 |
| Internal Ass. Gap | -0.3 | 0.09 | -1.64 | |

- Non PP exceeding PP in all areas. However, internal assessments show the gap narrowing for all aspects, with PP slightly outperforming non PP in Reading and Maths.
- The group were close to expected 4 point progress over the year for Reading 3.6 and exceeded the progress in Maths 5. This is **good** progress. The limited progress is due to the SEND needs within the group.

Next steps

- *Intervention for writing and Reading.*

Keystage 2

16 in year group.

- The PP children outperform the non PP in Writing, Maths and GPS.
- Of the 9 non PP children - 5 pupils are also SEND pupils, 2 EHC plans (also EAL) and 3 Ed psych reports for learning needs.

Next steps

- *Reading intervention*