

# Pupil premium analysis and challenge

## Funding

Financial year	Total pupil premium funding
2011-12	£28,808
2012-13	£57,471
2013-14	£83,016
2014-15	£120,363
2015-16	£119,580
2016-17	£145,120

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of FSM (inc ever 6 from 2012)	41	77	46	31	38	86
Number of LAC	0	0	1	1	2	1
Number of service (inc ever 5)	44	38	33	36	42	54
<b>Total</b>	<b>85</b>	<b>115</b>	<b>80</b>	<b>68</b>	<b>82</b>	<b>141</b>

## Comparing progress and attainment

### Progress

Reading	2013	2014	2015	2016
FSM/CLA expected	86%	88%	84%	58%
School non FSM expected	88%	95%	100%	54%
National non FSM expected	89%	92%	92%	72%
FSM/CLA exceeding	21%	23%	26%	5%
School non FSM/CLA exceeding	8%	29%	35%	4%
National non FSM/CLA exceeding	29%	34%	33%	23%

Writing	2013	2014	2015	2016
FSM/CLA expected	79%	96%	95%	68%
School non FSM expected	88%	95%	100%	89%
National non FSM expected	93%	94%	95%	79%
FSM/CLA exceeding	21%	27%	42%	11%
School non FSM/CLA exceeding	8%	33%	45%	18%
National non FSM/CLA exceeding	31%	34%	37%	18%

Mathematics	2013	2014	2015	2016
FSM/CLA expected	86%	81%	68%	32%
School non FSM expected	85%	67%	80%	57%
National non FSM expected	90%	91%	91%	76%
FSM/CLA exceeding	14%	19%	16%	5%
School non FSM/CLA exceeding	0%	14%	35%	0%

National non FSM/CLA exceeding	34%	38%	37%	20%
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### Attainment

Reading		2013	2014	2015	Change to assessment procedures	2016	
FSM/CLA level 4+		81	81	79		FSM expected	60
School Non FSM/CLA level 4+		89	100	100		School non FSM expected	52
National Non FSM/CLA level 4+		89	92	92		National non FSM expected	Pending
						SCE expected	71
FSM/CLA level 5+		25	35	26		School non SCE expected	48
Non FSM/CLA level 5+		36	57	57		Pupil premium expected	58
National Non FSM/CLA level 5+		51	56	55		Non PP expected	43

Writing		2013	2014	2015	Change to assessment procedures	2016	
FSM/CLA level 4+		75	85	89		FSM expected	30
School Non FSM/CLA level 4+		89	95	95		School non FSM expected	81
National Non FSM/CLA level 4+		87	89	90		National non FSM expected	Pending
						SCE expected	100
FSM/CLA level 5+		6	38	21		School non SCE expected	80
Non FSM/CLA level 5+		25	52	33		Pupil premium expected	75
National Non FSM/CLA level 5+		36	58	42		Non PP expected	87

Mathematics		2013	2014	2015	Change to assessment procedures	2016	
FSM/CLA level 4+		75	69	68		FSM expected	40
School Non FSM/CLA level 4+		93	76	81		School non FSM expected	57
National Non FSM/CLA level 4+		88	90	90		National non FSM expected	Pending
						SCE expected	86
FSM/CLA level 5+		13	19	16		School non SCE expected	38
Non FSM/CLA level 5+		36	33	43		Pupil premium expected	50
National Non FSM/CLA level 5+		47	48	48		Non PP expected	43

## Current strengths in other year groups (end of phase 2 2016/17)

Year group	What does your data analysis tell you about the relative attainment and achievement of pupil premium and non pupil premium for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
<b>Year 3</b>	<p>SCE pupils outperform non SCE pupils in reading, writing and significantly outperform non SCE in maths.</p> <p>Diminished pupil premium gap in reading, writing and maths. This demonstrates the effectiveness of the work completed with SCE pupils and non SEND FSM pupils to overcome barriers to learning.</p>
<b>Year 4</b>	<p>In reading PP outperform non PP, FSM6 outperform non FSM 6 and SCE outperform non SCE. We have diminished gaps in reading, this indicates the impact of our reading project.</p> <p>In writing there is a narrow pupil premium group and those pupils that have secured phase 2 demonstrate a diminished pupil premium gap.</p> <p>In maths SCE pupil outperform non SCE pupils and there is a diminishing PP gap.</p>
<b>Year 5</b>	<p>In reading SCE pupils outperform non SCE pupils and there is a diminished pupil premium gap. There is a diminished SEND gap.</p> <p>In writing SCE, LAC and FSM pupils outperform non SCE, non LAC and non FSM pupils at close to being on track.</p> <p>In maths there is a diminished PP gap and SCE pupils outperform non SCE pupils.</p>

## April 2016-April 2017 Impact report

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	<p>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</p> <p><b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b></p>	How will this activity be monitored, when and by whom? How will success be evidenced?	<p><b>Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'</b></p> <p><b>If you plan to repeat this activity, what would you change to improve it next time?</b></p>
Non class based DHT		Continued	<p>DHT to provide 3<sup>rd</sup> class teacher in year groups with identified PP needs (reviewed every 6 weeks). Pupil premium pupils to be monitored – academic and emotional outcomes. DHT to provide team teaching and model teaching to support improvements in quality first teaching (research indicates that improving quality of teaching has the most significant impact on pupil progress and outcomes). DHT to lead development of Rowner University giving all pupils an opportunity to develop life skills.</p>	<p>Data summary each phase will analyse PP gap supporting any changes/amendment to deployment of DHT. HT to report termly to FGB re. VfM and impact of provision. Attitudes surveys will be used to identify improvements to learning behaviours.</p>	<p>DHT was seconded from Feb half term.</p> <p>As a result of the whole school focus upon pupil premium which was led by the DHT:</p> <ul style="list-style-type: none"> <li>• SCE pupils outperform non SCE pupils in all subjects and in all year groups.</li> <li>• FSM gap is diminishing in reading and in maths. (data reports)</li> </ul> <p>As a consequence of focused and targeted support from the DHT (through monitoring, team teaching and clear next steps) all teaching by class teachers across the school is</p>

					<p>good or better and there is targeted support in place for all PP pupils. (CT profiles)</p> <p>Our next step is to focus upon the writing FSM gap which requires further investigation and work.</p>
Non class based SEND leader		Continued	<p>SEND leader to provide 3<sup>rd</sup> class teacher in year groups with identified PP who are also SEND needs (reviewed every 6 weeks). Time to monitor and plan appropriate next steps for SEND/PP gaps. SEND leader to co-ordinate and lead nurture provision project.</p>	<p>Data summary each phase will analyse PP who are also SEND gap supporting any changes/amendment to deployment of DHT HT to report termly to FGB re. VfM and impact of provision Attitudes surveys will be used to identify improvements to learning behaviours.</p>	<p>As a consequence of SEND monitoring, planning support and targeted SEND teaching SEND pupil progress is evident in books and will be evaluated after standardised score assessments in June. (monitoring evidence)</p> <p>As a result of the SEND leader's deployment of our reading champion and HLTA time SEND progress is evident in books. (monitoring evidence)</p>
<b>Pupil Premium used for:</b>	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	<p>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</p> <p>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</p>	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Extended ELSA hours		New hours on top of previous hours	<p>Transition group after school for vulnerable pupils Y2/3 Service family groups after school and during the school day – full implementation of book programme. Facilitated parent/pupil meetings Pupil premium focused after school club</p>	<p>Emotional independence. Positive attitudes towards learning. Parents will feel supported.</p> <p>All the above will be</p>	As a result of ELSA facilitated sessions parents are overwhelmingly positive about how they have been supported and how they can better support their child/children. (EP monitoring/parent survey)

			Vulnerable pupil lunchtimes	measured through questionnaires/surveys.	Pupil surveys: Pupils were overwhelmingly positive about the impact that their sessions had had on their learning. <i>(See pupil premium review summary).</i>
Subsidised breakfast and after school child care provision		Continued	<p>Full breakfast club is provided for LAC pupils and identified vulnerable pupils who require additional nurture provision.</p> <p>To support parents we provide a subsidised after school club providing children with tea and teaching assistant who supports with home learning and reading.</p>	<p>Positive attitudes towards learning will be measured through pupil surveys.</p> <p>Children will feel they are supported and safe at school. This will be measured through pupil surveys.</p>	<p>Through subsidising breakfast club we have been able to increase the number of pupil attending, from below 30 to regularly over 50 pupils (breakfast club register).</p> <p>Survey results: Children's responses about how breakfast club supports them were all positive. The pupil premium money that subsidises the breakfast club, clearly meets the physical needs of the pupils by ensuring they feel well fed for the day which is having a positive impact on their learning. The children all feel safe and are able to articulate the ways in which the adults support them. The responses indicate that the range of activities were all viewed positively by the children and enabled them to start the day in a positive way. <i>(See full analysis of questionnaire – Pupil Premium review).</i></p>
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			achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?		
2 additional adults (HLTA/TA) to target PP over/pre learning		New	<p>Targeted support for pupils eligible for PP. DHT/SEND leader will deploy adults each week to support year groups in am sessions M-Thur and all day Friday.</p> <p>Support will be in class/separate as necessary to meet pupils needs and will include pre teaching as well as over learning opportunity. The support may also consist of the CT being released to work more closely with individual/small groups of children.</p>	<p>Data summary each phase will analyse PP gap supporting any changes/amendment to deployment of DHT. HT to report termly to FGB re. VfM and impact of provision. Attitudes surveys will be used to identify improvements to learning behaviours. CT surveys will be used to ensure they feel supported by the model.</p>	<p>By targeting support on needs identified in pupil progress meetings and the use of pupil premium action plans:</p> <ul style="list-style-type: none"> <li>• SCE pupils outperform non SCE pupils in all subjects and in all year groups.</li> <li>• FSM gap is diminishing in reading and in maths.</li> <li>• Pupils felt as though the additional work made them feel more confident in specific areas that they found challenging e.g. fractions, division and percentages. They also reported that the work was making them more active learners and felt as though they were now able to join in with their peers during their learning. <i>(see full analysis of pupil questionnaire.)</i></li> </ul>
Enrichment opportunities for all year groups		New	<p>Memorable activities will be planned and implemented to encourage positive attitudes towards learning. Exciting experiences will engage learners.</p>	<p>DHT will survey pupils and parents to seek their views. Governors will complete pupil conferencing.</p>	<p>74% (5 and higher) felt that trips supported them in their <b>enjoyment of their learning.</b> 83% (5 and higher) felt that trips <b>supported them in their learning.</b> <i>(see full analysis of pupil questionnaire and questionnaire response.)</i></p>



<p>After school enrichment activities (rock challenge and provide time back to teachers)</p>		<p>Ongoing</p>	<p>Pupil premium learners will be targeted to attend after school enrichment activities. This will support positive attitudes towards school and develop relationships between staff and learners.</p>	<p>Attendance and punctuality will improve because pupils will want to come to school.</p> <p>Attitudes survey will continue to demonstrate pupils enjoy school.</p>	<p>Targeted support for parents and pupils and relentless approach to absence by HT/DHT and HSLW has ensured that are whole school attendance is over 96% and we have a narrowing attendance gap which is only 0.3 (absence) which is smaller than the national gap of 1.8.</p> <p>65% (5 and higher) felt that after school clubs supported them in their enjoyment of school. 57% (5 and higher) felt that the after school clubs supported them in their learning. There was, however a number of children that did not participate in after school clubs that took part in the survey. Those who did take part in after school clubs felt that they had a positive effect on their learning and enjoyment.</p>
	<p>Total spend: <b>£145,120</b></p>				