

## **Pupil Premium Funding 2015-16 - Summary**

In 2015/16, the pupil premium is £25,080. This is a slight increase on last year which means that our pupil premium numbers remains roughly the same as last year.

As a result of the evaluation and review on last year our plan, this year's plan is as follows:

### **Enable the school to have a 5 and 6 class at Key Stage two (SIDP 5.1)**

When analysing pupil premium data we can see there is a large number of PP children in Year 4 (now Year 5). It is also true that the cohort is larger than the rest of the school - 20 as opposed to 15 on average in the rest of the school. Therefore funding would allow these year 5 children to have a smaller class which benefit those 7 PP children.

### **Interventions support (SIDP 5.2)**

Pupil premium funding has been allocated to schools because children from low income, poorer socio economic backgrounds make less progress than non pupil premium families. Lower economic background can mean less support from home. Also children may have difficult background circumstances which mean gaps in learning, especially if they have had to relocate.

As a school we have use our teaching assistants to carry out small group intervention to all groups of children who have gaps in their learning or are struggling with concepts.

### **Pupil Premium children will receive I pads to support their learning at home. (SIDP 5.3)**

Our school believes that all children should be able to access technology at home to support their learning. As a school we use programs such as Mathletics to support the learning of Maths at home. The school have made clear this provision in the SIDP parents' version which has been given to all parents at the school. We will deliver the IPads upon request and use money to buy apps to support these children's learning at home.

### **School fund music tuition and cost for children to attend school trips (SIDP 5.4)**

Our school believes that all children should have equal access to the activities school offer. Many of these activities cost. Pupil premium children are not able to access some of these activities due to their economic background. The school agrees to pay for music tuition and access to school clubs and the pay for schools trips and board and lodgings for residential trips.

### **Monitoring Mechanisms**

As mentioned earlier the school will continue to monitor the progress of Pupil Premium through Pupil Progress meetings. Financial support for intervention will be reviewed, reallocated according to PP intervention needs. When curriculum opportunities arise for PP children, funding will be registered on the school accounting software. Impact on Thrive will be measured using the Thrive assessment assessments for PP children.

## Impact of Pupil Premium funding

Due to the small numbers involved we will not publish additional information relating to the data below. Progress is tracked throughout the school year

### Year 6

Year 6 data is based on the scale scores children achieved at in their KS2 SATS. We can analyse their progress by comparing their predicted scale scores based on their KS1 SATs against their actual scale scores.

Year 6	No PP Expected Progress (Act vs Exp)	Non-mobile PP Progress (Act vs Exp)
Reading	106-105 (+1)	103-100 (+3)
Writing	105-103 (+2)	97-99 (-2)
Maths	107-105(+2)	101-101 (+0)

One child joined the school in Year 6 and therefore is considered mobile. To show impact on a child in one year is problematic and therefore is not shown in this data. Pupil premium children made more progress than non-pupil premium children in Reading and made expected progress in Maths. Progress is less than expected in Writing however this is due to the way progress is measured. The expected scale scores are worked out according to KS1 levels. Scale scores given for KS2 are based on “working towards” or meeting expectations (91 and 103) and no variations in between.

### Impact – Years 3-5

The uses the HGfL approach to assessment of pupils throughout the school – please see a copy of the assessment policy for more details. As a result, it is able to make the following analysis of progress of pupils in each year group:

Year 5	No PP Expected Progress+ (Above Expected)	PP Expected Progress+ (Above Expected)
Reading	9/13 (4)	4/7 (1)
Writing	13/13 (3)	7/7 (0)
Maths	12/13 (4)	7/7 (2)

Although reading shows some PP children making less than expected progress, this is not significantly different from the rest of the cohort. The impact of the new testing arrangements on Reading has made an impact and is part of our school improvement initiatives.

Year 4	No PP Expected Progress+ (Above Expected)	PP Expected Progress+ (Above Expected)
Reading	10/10 (3)	3/3 (0)
Writing	9/10 (0)	3/3 (0)
Maths	9/10 (3)	3/3 (0)

From their starting points, all PP children made expected progress. Through school improvement activities, staff will target focus on PP children for potential to make better than expected progress.

Year 3	No PP Expected Progress+ (Above Expected)	PP Expected Progress+ (Above Expected)
Reading	11/11 (5)	3/3 (2)
Writing	11/11 (3)	3/3 (1)
Maths	11/11 (2)	3/3 (1)

Many children in this year group have started from low starting point. Therefore, school improvement activities in this year group have started to make an impact. We will seek to continue this improvement as the year progresses.

## **Impact – Year 2**

There was only one child in Year 2 who is recognized as Pupil Premium. Therefore, it is problematic to make direct comparisons to the rest of the cohort. However, the child achieved expectations across Reading Writing and Maths.

## **Review**

In reviewing the information above, as a school we have decided to address the issues in our in the following ways:

### **Enable the school to have two TAs to support to Leopards class Years 5 and 6). (SIDP 5.1)**

We have excellent TAs who can deliver teaching and support to these groups effectively. PP funding will fund time for the Deputy Headteacher to prepare lessons and plan for the TAs effectively. This will mean targeted support for Reading in Year 6

### **Interventions support (SIDP 5.2)**

As a school we have use our teaching assistants to carry out small group intervention to all groups of children who have gaps in their learning or are struggling with concepts. This will help support children in other year groups who do not make better than expected progress.

### **School will analyse specific PP children with the support of Thrive for services to provide support to meet their needs. (SIDP 5.3)**

THRIVE assesses individuals within each class and delivers a program of support for children who are identified as vulnerable. By addressing these concerns, pupils well-being will improve as will their learning outcomes. We will use the initial analysis to target Pupil Premium as they are more susceptible to worries and anxieties at home and look to use our money to target support and outreach services to help them overcome their issues and thrive at school.

### **School fund music tuition and cost for children to attend school trips (SIDP 5.4)**

Our school believes that all children should have equal access to the activities school offer. Many of these activities cost. Pupil premium children are not able to access some of these activities due to their economic background. The school agrees to pay for music tuition and access to school clubs and the pay for schools trips and board and lodgings for residential trips.

Please see the Pupil Premium Allocation 2016-17 for more information.