

## Use of the Pupil Premium Income in 2015/16

The government introduced Pupil Premium with the aim of increasing social mobility, reducing the attainment gap between the highest and lowest achieving pupils nationally and enabling more students from disadvantaged backgrounds to attend top universities.

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible.

It is allocated to schools, based on the number of children who come from low-income families – this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. Even if a pupil does not have a school dinner, it is vital for the school to know if they are entitled to a free school meal. It also includes children who have been looked after continuously for more than six months or adopted from care; and children where a parent serves in the armed forces. The funding brings in £1320 per pupil for children who have been eligible for FSM; £1900 for children who have been looked after and £300 for children whose parent(s) serve in the armed forces.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of Pupil Premium interventions at one time. Schools are free to determine themselves how they spend this funding but are obliged to provide parents with information about how the money is being spent.

## How the money was spent last year

<b>Expenditure of Pupil Premium Grant 2015/16</b>	<b>Total Grant 2015/16 £93,190</b>
Improve the rate of progress throughout the early years so that a greater proportion of children achieve GLD	3 x 0.5 extra Teacher support in Y1/2, Y3/4, Y5/6 to reduce class sizes for English and Maths £62,600.
Improve the 'higher' attainment level in Reading for gifted/more able across KS1	1 x extra teaching assistant in EYFS to provide extra support into Reception classes for interventions £20,725
Improve the 'expected' attainment level in Writing across KS1	Speech Link to support children with speech problems in Early Years £150
Improve the 'expected' attainment level in Maths across KS1	Access to Specialist services around Counselling services, intervention specialists £2120
Improve the 'expected' attainment level in Maths across KS2	Training and resources to enhance English

Improve the 'higher' attainment level in Reading for gifted/more able across KS2	provision across school £3,300  Training and resources to enhance Maths provision across school £500  Subsidies to support school visits including Outdoor Education Centre week for Year 6 children £1,000  Parent Support Advisor and SENCo support £5,700
Improve the 'higher' attainment level in Writing for gifted/more able across KS2	
Ensure that girls make as much progress as boys and both make progress more in line with their non-pupil premium peers in mathematics across Key Stage 2.	
Increase the rate of attendance for those children with absences and persistence absences	
Promote a 'Learning for Life' ethos through an increase in real life experiences which are age appropriate.	

### The Impact in 2016

Foundation Stage:

- When our children have their first statutory assessment, there is clear evidence of low levels of development for many of our 'Disadvantaged' children, especially those who have not attended nursery before starting school. In 2016 50% of 'Disadvantaged' children achieved a Good Level of Development. This is an improvement of 50% from 2015. The national figure was 69% and the school figure for all pupils was 80%. In 2016-17 continued early support will be given to those 'Disadvantaged' children to ensure that they achieve the GLD in line with their peers with a particular focus on reading, writing and maths.

Year 1 Phonics.

- The impact of our efforts to improve core literacy skills can be seen in the results in the Year 1 phonics test. In 2016, 100% of our 'Disadvantaged' children achieved the expected standard; higher than the results achieved by 'similar' children nationally and better than our other pupils at 90%. This is an improvement of 17% from 2015.

Key Stage 1 results:

- Overall results at KS1 in 2015 were above national averages for reading, writing and maths for attainment, although in all subjects disadvantaged children were below their peers. In 2016, overall results were above national averages in all subjects, however in writing and mathematics the disadvantaged children achieved 86% for the expected level, which was above their peers. In 2016-17 the focus will be on reading to ensure that the 'disadvantaged' children perform more in line with the other pupils in school.

## Key Stage 2 results

- In 2016 for the whole school children made progress that was above national expectations, and disadvantaged children made even more progress in reading than their peers. Writing progress for 'disadvantaged' children was lower than the national results. Although progress for 'disadvantaged' children is above the national figures for maths, this is still below the school averages. The results for those eligible for the premium were:

38% achieving the combined expected standard in reading, writing and mathematics.

77% reading expected level and 8% above, 54% writing expected level and 15% above. 46% maths expected level and 8% above.

Further support needs to be given to 'disadvantaged' children throughout KS2 to ensure that the progress and attainment achieved in reading is matched in writing and mathematics in 2017.

### **Lessons learned**

Whilst the strategy to support pupils higher in the school worked in reading, there is a need to develop this further into writing and maths to achieve the same results. There is also a need to more evenly distribute initiatives across the lower stages of the school so that pupils lower in the school make more rapid progress. It is also important that the more able 'disadvantaged' children achieve the higher standards in reading, writing and maths to match their peers. Further interventions will be required to achieve this.

Teacher led interventions and quality first teaching need tighter focus to address learning needs earlier in the school.

A renewed focus on 'disadvantaged' children needs to be taken forward by SLT, led by the Deputy Headteacher, to ensure all teachers and teaching assistants are aware of the continuing need to diminish the difference between 'disadvantaged' and other pupils across the school.