

Evaluation of the impact of Pupil Premium 2015-16

Key Figures regarding Pupil Premium	
Total Number of Pupils (Year R to 6)	374
Total Number of Eligible for PPG	200
Amount Received Per Pupil	£1,320
Total Amount of PPG to School	£264,300

Staffing	Item	Objective	Impact
	Decrease class size and ensure access to quality interventions through the use of increased staffing.	<p>To provide one-to-one tuition for pupils.</p> <p>To provide additional support in class for small groups of underachieving pupils.</p> <p>To provide booster classes for underachieving children</p>	<p>Year 1 – The gaps in writing and maths were insignificant. The biggest gap was in reading with the gap being 0.4 between PP and non PP. After looking at this group using the deprivation index we identified 7 children who were in need of intervention in reading. These children received extra reading on a daily basis. We also gave these children along with some other year 1 children intensive phonics interventions in the weeks running up to the Year 1 phonics checks. These interventions had a significant impact with 9 out of 12 children passing the phonics check, where none of them could before the intervention began.</p> <p>Year 2 – There was a gap between PP and non PP in all subjects. After looking at the deprivation index we identified 10 PP children who were in need of intervention for reading, 9 children for writing and 11 children for maths. Reading and maths interventions took place during assembly time and during some afternoons. Some of this group were also set extra homework after discussions had taken place with their parents.</p> <p>In reading 73% of pupils have made good or better progress this year based on their EYFS exit scores, as opposed to 68% of non PP pupils and although a gap still exists it is narrowing.</p> <p>In writing 58% of pupils have made good or better progress based on their EYFS exit scores as opposed to 55% of all pupils, so again the gap has narrowed.</p>

			<p>In Maths 56% of PP pupils have made good or better progress based on their EYFS exit scores as opposed to 60% of all pupils. This means that in this area the gap has slightly increased, which means we will look at maths interventions for these pupils going into year 3.</p> <p>Year 3- There are no significant gaps in any area between PP and non PP children. Although girls appear to be outperforming boys in all areas. This has led to us reviewing the curriculum for this cohort of children and thinking carefully about the teachers we have put into year 4. We have closely monitored the progress of these children this year and have felt that the year group has made good progress.</p> <p>Year 4- There was a gap between PP and non PP children in all subjects. However, this was because some PP children were performing very well, whilst others had not made the progress we expected. We identified 9 PP children for interventions in reading (mostly boys), 6 children for intervention in writing (all boys) and 5 children in maths (Boys). Intervention work took place throughout the year with these children. This cohort will continue to be closely monitored to ensure the recent trends continue.</p> <p>Year 5 – There is currently no gap in maths between PP and non PP children and only small gaps in reading and writing. The progress of PP pupils and non PP pupils also matches. This year group will be a focus during 2016/17 to help prepare them for their end of year SATs tests.</p> <p>Year 6 – The number of pupil premium children in this cohort of children was significantly higher than other cohorts. The gap in all subjects was wide. This year group was subject to the new national curriculum tests that measure progress against the new national curriculum. In Maths we streamed the children and placed experienced teachers in each group. The children made good progress from quite low starting points. In reading, writing and maths we put interventions in place throughout the year. The majority of pupils made good progress from low starting points</p>
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	Learning Mentor	<p>To provide support for children with social and emotional barriers to learning.</p> <p>To access support from external agencies when necessary.</p>	<p>Number of children at the passport party Autumn 1 - 280 Number of children at the passport party Autumn 2 - 295 Number of children at the passport party Spring 1 - 315 Number of children at the passport party Spring 2 - 332 Number of children at the passport party Summer 1 - 347 Number of children at the passport party Summer 2 – 346</p> <p>These statistics indicate a steady rise into the schools expectations being met. Pupils are buying into our whole school behaviour system as there has been significant and consistent increase in the number of pupils following our expectations.</p> <p>Number of fixed term exclusions 2015-2016 – 15 pupils = 29 fixed term exclusions</p> <p>Number of fixed term exclusion 2014-2015 – 13 pupils = 21 fixed term exclusions</p> <p>The number of fixed term exclusions has risen over the last 18 months, but this is because we are now applying the behaviour policy consistently and fairly. There is a noticeable improvement in the behaviour of pupils across the school over the course of this period and since we employed a full time learning mentor. Ofsted has judged the behaviour of the children good. Previously they had judged behaviour as inadequate.</p> <p>Number of pupils on the learning mentors case load - 26</p>
	Family Support Worker	To ensure support for families who have issues with attendance and punctuality.	<p>Whole school attendance 2014-2015 -96 Whole school attendance 2015-2016- 96.2</p> <p>Maintaining whole school attendance of 96% is testament to the work of our family support worker. Historically, attendance was around the 90% mark. Persistent absentees is also significantly down from historic data.</p>

		<p>To engage with hard to reach families and offer guidance and support.</p> <p>To liaise with external agencies to allow families to access the most appropriate form of support.</p>	
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