

Pupil Premium Data Publication 2015-16 academic year

Overview of the school

Number of pupils and Pupil Premium Grant (PPG)

Number on roll Spring 2016 - 450

Number of pupils benefiting from pupil premium as at Spring 2016 - 108 (33%) Above the national average of 32%

Estimated amount of funding for academic year 2015 - 2016 - £155162

Summary of PPG spending 2015/16

Objectives in spending PPG

To close the gap in achievement identified between this group of pupils and their peers, specifically in maths, reading and writing, but also to ensure the social and emotional needs of vulnerable groups of children are met. To increase the range of experiences available to the most disadvantaged.

Summary of spending and actions taken for 2015/2016 academic year:

Support	Impact
<ul style="list-style-type: none"> Parent Support Adviser 	<ul style="list-style-type: none"> Engaging families Enabled families to access support where required Provides a link for other agencies into the school Achieves better outcomes for the children
<ul style="list-style-type: none"> Two part time teachers are working innovatively e.g. Breakfast & Support club 	<ul style="list-style-type: none"> Increased engagement. Accelerated progress towards ARE.
<ul style="list-style-type: none"> Learning support including: Targeted interventions inc. TRUGS, Counting to Calculate, Numbers Count, Speech and language programmes (Language Link) 1 to 1 provision Fun Fit Educational visits Thrive - 1-1 / group - assessments, action 	<ul style="list-style-type: none"> Groups made better than expected progress in maths and in year 6, more progress than non-PPG pupils All children on a speech and language programme made progress towards their targets. Our TAs ensured that the children with additional needs made expected progress overall These children made slightly better than expected progress with reading and writing. The majority of children went on the residential trips with all children going on day educational visits. Increasing engagement, independence and depth of learning. The children who received Thrive made accelerated learning in reading and maths

plans and support in the group	
<ul style="list-style-type: none"> • Enrichment opportunities such as music tuition and subsidised educational visits to school 	<ul style="list-style-type: none"> • Pupils benefitted from a richer and diverse curriculum.

Total Expenditure: £155162

- The average scaled score for disadvantaged children in 2016 was 99.8

Overall Impact:

- Maths was a key focus and the progress in this area for Pupil Premium children in year 6 was above that of other children at 2.10
- Children on Free School Meals made accelerated progress in maths.
- Attainment of the Pupil Premium children, without additional needs, is the same as all children.
- The value added for disadvantaged children is comparable at 99.8

2016 Key Stage One Data

62.5 % of disadvantaged pupils attained ARE or above in reading

62.5% of disadvantaged pupils attained ARE or above in maths

2016 Key Stage Two Data

41% of disadvantaged pupils achieved ARE in reading

32% of disadvantaged pupils achieved ARE in writing

59% of disadvantaged pupils achieved ARE in maths

Main Barriers to learning continue to be speaking and listening, particularly in the early years.

Planned spending and actions for 2016/2017 academic year

- Continued employment of Pupil Premium Champions who will give personalised and targeted support to children across the school, including Foundation Stage
- Additional focus on closing the gaps between disadvantaged pupils and their peers within the earlier years, including a focus on speaking and listening skills and vocabulary extension.
- Focus on disadvantaged children who have been identified as more able
- Employment of Parent Support Advisor who will continue to develop positive relationships between families and school

Progress of Pupil Premium Pupils is discussed by Head & Deputy with teachers during half termly Pupil Progress meetings with an SLT review of Pupil Premium Progress and impact during the summer term of 2017.