

# Pupil Premium Analysis – 2015/2016

## Pupil Premium Grant Amounts

Financial year	Amount of Pupil Premium funding
2012-13	£7800
2013-14	£11700
2014-15	£23,400
2015-16	£33000
2016-17	£39600

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Percentage of FSM pupils</b>					
Number of pupils eligible for the FSM in 2015-16	17	25	24	25	30

## Where are the gaps (at end of KS2)

Year 6: Indicator	2011 gap between FSM and non FSM	2012 gap between FSM and non FSM	2013 gap between FSM and non FSM	2014 gap between FSM and non FSM	2015 gap between FSM and non FSM	2016 Predictions of gap between FSM and non FSM	Comments/ contextual information Spring data 2016
Attainment - Level 4+ in reading (age expected)	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	43%	<b>43%</b>
Attainment - Level 4+ in writing					100% (higher than non-FSM)	43%	<b>43%</b>
Attainment - Level 4+ in mathematics	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	86% (lower than non-FSM)	83% (lower than non-FSM)	85%	<b>57%</b>
Average points score – English	27	27	NA	NA	NA		
Average points score – reading	27	27	33 (H)	29.6 (L)	30 (L)		
Average points score – writing	27	27	33 (H)	27.9 (L)	29 (L)		
Average points score – grammar	NA	NA	33 (H)	26.1 (L)	27 (L)		
Average points score – mathematics	27	27	30 (L)	27 (L)	27 (L)		
Achievement – expected progress in reading	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	57%	<b>57%</b>
Achievement – more than expected progress in reading	0% (lower than non-FSM)	0% (lower than non-FSM)	0% (lower than non-FSM)	43% (lower than non-FSM)	50% (higher than non-FSM)	0%	<b>14%</b>
Achievement – expected progress in writing	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	100% (higher than non-FSM)	57%	<b>100%</b>
Achievement – more than expected progress in writing	0% (lower than non-FSM)	0% (lower than non-FSM)	0% (lower than non-FSM)	14% (lower than non-FSM)	33% (higher than non-FSM)	29%	<b>29%</b>
Achievement – expected progress in mathematics	100% (higher than non-FSM)	100% (higher than non-FSM)	50% (lower than non-FSM)	86% (lower than non-FSM)	83% (lower than non-FSM)	86%	<b>86%</b>
Achievement – more than expected progress in mathematics	0% (lower than non-FSM)	50% (higher than non-FSM)	50% (higher than non-FSM)	14% (lower than non-FSM)	0% (lower than non-FSM)	29%	<b>43%</b>

Attendance	94.2 (lower than non- FSM)	93.1% (lower than non- FSM)	91.6% (lower than non- FSM)	93.3% (lower than non- FSM)	93.1% (lower than non- FSM)	96+%	<b>96.2%</b>
Fixed-term exclusions	0% (higher than non- FSM)	0% (higher than non- FSM)	0% (higher than non- FSM)	0% (equal to non- FSM)	0% (equal to non- FSM)	0%	<b>0%</b>

8 pupils in Y6 cohort (leavers 2016)

## Where are the gaps (other year groups)?

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Leavers 2019 (progress in Y3)	8 pupils (Expected progress =3 steps using HfL assessment; ARE = Age related expectations)  More progress in <b>reading</b> than non-PP pupils <b>100%</b> ON TRACK TO MAKE GOOD PROGRESS 2/8 ARE+, 4/8 ARE, 2/8 ARE- More progress in <b>writing</b> than non-PP pupils <b>100%</b> ON TRACK TO MAKE GOOD PROGRESS 1/8 ARE+, 5/8 ARE, 2/8 ARE- More progress in <b>maths</b> than non-PP pupils <b>100%</b> ON TRACK TO MAKE GOOD PROGRESS 3/8 ARE+, 4/8 ARE, 1/8 ARE-
Leavers 2018 (progress in Y4)	5 pupils (Expected progress =3 steps using HfL assessment; ARE = Age related expectations)  Less progress in <b>reading</b> than non-PP pupils <b>60%</b> ON TRACK TO MAKE GOOD PROGRESS 1/5 ARE+, 2/5 ARE, 2/5 ARE- Less progress in <b>writing</b> than non-PP pupils <b>60%</b> ON TRACK TO MAKE GOOD PROGRESS 3/5 ARE, 2/5 ARE- More progress in <b>maths</b> than non-PP pupils <b>80%</b> ON TRACK TO MAKE GOOD PROGRESS 3/5 ARE, 2/5 ARE-
Leavers 2017 (progress in Y5)	5 pupils (Expected progress =3 steps using HfL assessment; ARE = Age related expectations)  More progress in <b>reading</b> than non-PP pupils <b>100%</b> ON TRACK TO MAKE GOOD PROGRESS 1/5 ARE+, 3/5 ARE, 1/5 ARE- More progress in <b>writing</b> than non-PP pupils <b>100%</b> ON TRACK TO MAKE GOOD PROGRESS 1/5 ARE+, 2/5 ARE, 2/5 ARE- More progress in <b>maths</b> than non-PP pupils <b>100%</b> ON TRACK TO MAKE GOOD PROGRESS 2/5 ARE+, 2/5 ARE, 1/5 ARE-

## Analysis

In Y4, two pupils are below ARE and making less than expected progress in reading and writing. In maths, these two pupils are below ARE but one of those pupils is making expected progress. Both these pupils are already receiving significant levels of support; one has had 1:1 tutoring after school with a teacher weekly since half way through Y3 and the other has a CAF / TAFs and lots of targeted extra provision.

Progress is good or better in Y3 and Y5 this year and attainment (ARE) is improving across these cohorts.

## Planning and evaluation outline for 2016-17 financial year

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	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? If you plan to repeat this activity, what would you change to improve it next time?
<b>1:1 &amp; 1:2 / small group tutoring / pre-teaching before /after sch</b>	£3060	Continued	Pupils identified through pupil progress tracking across KS2 for weekly sessions by inclusion team	Focuses on closing learning gaps	Pupil assessment and tracking	Pupil learning moves on faster – beyond 3 steps per year in 80% of pupils
<b>EAL small group support work</b>	£8813	Continued	Pupils identified through pupil progress at Inclusion Team meetings for sessions	Focuses on closing learning gaps	Pupil assessment and tracking	Pupil learning moves on faster – beyond 3 steps per year in 80% of pupils
<b>Small group work –language nurture groups</b>	£4800 (one afternoon a week focused on groups of writers)	Continued	Nurture groups for academic language development / confidence development – pupils identified through pupil progress by Inclusion Team	Focuses on closing learning gaps	Pupil assessment and tracking	Pupil learning moves on faster – beyond 3 steps per year in 80% of pupils
<b>Play therapy – individual / group Anger management</b>	£6825 (one day a week focused on vulnerable pupils)	Continued	Usually delivered in 10 weekly sessions for targeted pupils – pupils identified through pupil progress at Inclusion Team meetings	Exploring issues about issues in their lives and allowing emotional and social development and improved learning	Evaluation before and after therapy by teachers, parents and therapist	Children usually feel more positive about themselves and more understood and this impacts on self-esteem and learning
<b>Pastoral support</b>	£5077 (two mornings a week focused on vulnerable pupils)	Continued	A range of support depending on the needs of identified pupils	Interaction allows emotional and social development and leads to improved learning	Evaluation through tracking pupil progress / views of staff & parents	Children usually feel more positive about themselves and more understood and this impacts on self-esteem and learning
<b>Financial support for school trips / journeys / extracurricular activities</b>	£2400	Continued but extended	Across KS2 pupils are identified for support to enable them to participate in important learning activities	Allows inclusion to voluntary funded activities that are beyond the financial means for the family	Pupils get access to experiences that would be denied them otherwise	Pupil feel fully integrated with peers resulting in good self-esteem and good learning
<b>Inclusion budget</b>	£400	New	Funding for miscellaneous items to support PP pupils	Allows for inclusion by providing for any material objects needed	Inclusion team will allocate and monitor impact	Pupil feel fully integrated with peers resulting in good self-esteem and good learning
<b>Inclusion TA's X 2</b>	£8540	New	Targeted support for PP pupils who are identified as needing additional learning support – pupils identified through pupil progress at Inclusion Team meetings	Focuses on closing learning gaps	Lead, Managed and monitored by SEND leader in context of Inclusion team	Pupil learning moves on faster – beyond 3 steps per year in 80% of pupils
<b>Total</b>	39915					

<b>Year 6 Pupil Premium</b>	<b>End of KS2 2016</b>	
	<b>ASS</b>	<b>%ARE</b>
<b>Reading</b>	100.7	55.6
<b>Maths</b>	103.9	88.9
<b>Writing</b>		55.6
<b>Grammar, Punctuation and Spelling</b>	102.7	66.7
<b>% Combined Reading, Writing and Maths</b>	44.4	