

Orchard Fields Community School

IMPACT OF PUPIL PREMIUM

Report to the Governing Body for period April 2015 – March 2016

Author: (Dawn Shilston – Head teacher) PP = Pupil Premium

	Children on Free School Meals	Children Looked After	Children from Service families	Total
No. of eligible pupils	191	one	None	
Pupil premium funding received £	£257, 293.00 £21, 562.72 CF Total - £278, 885.00	one	None	£278, 855.72 spent

Action	Target pupil group	NC Year	Cost £	Leading staff member	Evaluation: Pupil Outcomes	Evidence
KS2 Reading Intervention One-to-One Reading Sarah Morley	PP	Yr 6	£10, 792.56 £5, 124.69	Riz Shires	KS2 small group intervention for pupils in Yr 6.	Reading attainment SAT result was below national at 29%, compared to 66% national. Progress however met the floor standard. At the end of KS1 pupils aps was below national at 13.2, national was at 15. 44% of pupils attained expected scaled score progress and 40% made better than expected scaled progress. For teacher assessment, 64% of pupils met the expected standard compared to 66% nationally for the SAT result. Teacher assessment - expected for the year is at five points, all pupils' progress was at 6.33.
ECAW - Writing	PP	Yr 6	£200.00	Riz Shires	Supporting Yr	Pupils have made

Tamsin Donovan					6 pupils below Age Related Expectations (ARE) for writing.	accelerated progress in year 6 for writing at 6.9 points, expected is at 5 points.
<p>Mathematics – Intervention Martyn Simmonds</p> <p>Sujata Lakhani</p> <p>Literacy & Maths Intervention Trish Gisevicius</p> <p>Helen Christie One-to One</p>	PP	Yr 6 & 5	£4, 096.85	Sarah Hill & Riz Shires	<p>Supporting Yr 6 and 5 pupils below (ARE).</p> <p>We achieved floor combined for reading, writing and mathematics for progress. Progress measures were as follows: reading -2.5, Writing +4.2 and Mathematics at 0.0.</p> <p>Attainment combined is at 24% compared to 53% nationally.</p> <p>At the end of year 6, 61% of pupils achieved expected in the SAT test, compared to 70% national. Pupils made good progress from their low starting points from the end of KS1, which was aps at 14.3, compared to national expectation at 15. 4% achieved greater depth, as compared to 17% national. Teacher assessment identified 63% being at</p>	<p>Teacher assessment for writing at the end of KS2 is at 84, compared to 74% nationally. Working at greater depth was 18%, compared with 15% nationally.</p> <p>68% of pupils attained expected for Spelling, Punctuation and Grammar, compared with 72% nationally. 4% were working at greater depth, compared with 22% nationally. This compares to 62% achieving expected for the Sat test in 2015, nationally it was 76.0%. Therefore; school is narrowing the gap between national percentages.</p> <p>In year 5, progress was at expected for reading at 5 points better than expected for mathematics at 6poits in one class and 7.2 in the parallel class. Writing was slightly below at 4.2 and 4.4. This is mainly because there are certain aspects of grammar that have not yet been covered.</p> <p>Teacher assessment for combined was 52% close to the national Sat combined results at 53%</p>
		Yr 6	£34, 089.86			
			£35, 179.96			
			£1, 798.34			

					expected. Progress for the year 6 cohort at the end of July 2016 was at 6.59, better than expected.	
One to One Tuition for reading, writing and mathematics	PP	Yr 6	£9, 758.36	Riz Shires	Targeted Pupils below (ARE).	Please refer to above data.
Year 6 Easter Cub – SATs Booster	PP	Yr 6	£1, 099.84	Dawn Shilston		Please refer to the above data.
<p>KS1 Intervention Mathematics Chris Wearden</p> <p>Every Child Counts Teacher Suzanne Cuthbert</p> <p>Every Child a Reader Laura Gilbert</p> <p>Intervention – Phonics Jo Glynn</p>	PP	Yr 2	<p>£22, 703.89</p> <p>£30, 287.19</p> <p>£30, 287.19</p> <p>£16, 767.36</p>	Kelly Giles	<p>Supported Key Children in KS1 below Age Related Expectations (ARE).</p> <p>Phonics screening pass rate for year 1 was 74%, compared with 81% nationally. We achieved 69% in 2015.</p> <p>Year 2 retakes pass rate was at 92% compared to 91% nationally.</p>	<p>For mathematics 46% of pupils were working at expected, compared with 55% nationally. 10% of pupils achieved greater depth, compared to 18% nationally. However they made close to 7 points progress over the year which is better than expected.</p> <p>For writing 52% of pupils were working at expected, compared with 53% nationally. 7% of pupils achieved greater depth, compared to 13% nationally. However they made close to 7 points progress in one class and class to 6 points in the parallel class over the year which is better than expected.</p> <p>For reading 51% of pupils were working at expected, compared with 50% nationally. 15% achieved greater depth, compared to 24% nationally. However they made 6.33 points progress over the year which is better than expected.</p>

<p>Reception Intervention Helen Abraham</p> <p>Intervention HLTA Adele Jones</p>	PP	Yr R	<p>£19, 620.00</p> <p>£14, 648.76</p>	Phil Baldwin	Supported Reception Class – Small Group Interventions.	For reading, writing and numbers there were no children at the baseline expected entry level at 30-50a. Despite this, 68% of pupils reached a Good Level of development, compared to 69% nationally. In order to reach 68%, pupils had to make accelerated progress.
<p>Child Protection/Well – Being Lead Person Karen Gair</p>	PP	Whole School	£4, 257.43	Dawn Shilston	Support for vulnerable children and families.	<p>Emphasis is on early intervention. Families are supported by other agencies. Pupils are supported with their learning.</p> <p>Send pupils' progress was not significantly below the average overall or for any prior attainment group in any subject.</p>
<p>Attendance Officer Nikki Bell</p> <p>Attendance Prizes</p>	PP	Whole School	<p>£6, 519.71</p> <p>£5, 297.00</p>	Gemma Shaw	Pupils are closely tracked in terms of attendance. Pupils are aware of the importance of 96+% attendance to make good progress.	Attendance is close to national average at 95.79, this rises to 95.92% if Eid authorised absence is taken out of the figures. National attendance for 2015-16. Persistent absence is down from 5.0 in 2014-15 to 4.4 in 2015-16. This is still below national at 2.7, but is an improving trend. Persistent absence in 2013 – 14 was at 8.0.
<p>Staffing for Breakfast Club</p> <p>Resources</p> <p>Fruit</p> <p>Milk</p>	PP	Whole School	<p>£4335, 94</p> <p>£1, 807.00</p> <p>£643.30</p> <p>£1, 318.08</p>	Gemma Shaw	Pupils begin the school day with food in their stomachs which aids their concentration and stamina for learning.	<p>Pupils are aware of the Need for healthy lifestyles. This has supported our healthy living agenda and the dangers of drinking fizzy/sugary drinks.</p> <p>Pupils are better prepared for learning as a consequence of good nutrition. No</p>

						pupil is allowed to be hungry during the school day.
Educational Phycologist Behaviour Support	PP	Whole School	£5, 653.00 £2, 778.00	Karen Gair	Vulnerable children are assessed and diagnosed – outside agency support identified for children and families.	Pupils are Supported with their Send and make good progress to reach their potential.
BEACH Trip to Bournemouth Subsidising Trips	PP	Whole School	£5, 575.48 £1, 648.00	Dawn Shilston		Pupils are able to bring new experiences to their learning. This particular supports pupils' imagination for writing. Refer to writing results.
Easter Eggs Christmas Crackers	PP	Whole School	£705.50 £229.30	Dawn Shilston	PP enjoy traditional treats during Key religious events.	Promotes vulnerable pupils well-being and happiness.
After School Club Experiences and Workshops in school	PP	Whole School	£3, 392.49	Dawn Shilston	More able PP pupils challenged through authors workshops for writing.	Pupils are able to bring new experiences to their learning. This particular supports pupils' imagination for writing. Refer to writing results.
School Uniform £ Food Bank	PP	Whole School	£509.60	Dawn Shilston	PP pupils uniform is purchased, usually for families under Social Care	Pupils are able to attend school. Promotes vulnerable children's self-esteem.
Parental Engagement	PP	Whole School	£2, 302.00	Dawn Shilston	Parents are aware of the importance of supporting their children's learning. In particular with reading in Early Years and KS1.	Refer to data on progress for reading, writing and mathematics.

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Notes: - Information which identifies individual pupils remains confidential and is not reported to governors.

- **Schools decide on the most appropriate way to spend their allocated Pupil Premium– funding is not tied to specific solutions.**
- **Governing Bodies are required to report online annually to parents on the impact of Pupil Premium, however schools and governor committees are likely to monitor more frequently as part of the school’s regular assessment process.**