



Pupil Premium Funding and Impact Report 2016-2017

Purpose

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), are looked after children or have parents/carers in the armed forces.

Schools, headteachers and teachers will decide how to use pupil premium allocation, as they are best placed to access what additional provision should be made for individual pupils. It is for schools to decide how the pupil premium, allocated to schools per free school meal pupil, is spent, since they are the best placed to access what additional provision should be made for individual pupils within their responsibility.

Source DFE website

Number of Pupils and Total Amount 2016-2017	
Total Number of Pupils on Roll	240
Total Number of Pupils Eligible for Pupil Premium	58
% of Pupils Eligible for Pupil Premium	24.2%
Amount of Pupil Premium received per pupil	£1,320
Total Amount of Pupil Premium Funding Received	£76, 560

Impact 2016-2017		
Project / Object	Outcome / Impact	Cost
Reading Recovery	Improve reading standards for those who are underachieving against their peers	£16,000
Reading Catch Up	Effective use of teaching assistants to impact upon reading standards	£5000
Maths small group tuition	Employ teacher to target pupil premium pupils for maths	£15000

Writing small group tuition	Employ teachers to target Pupil Premium pupils and raise attainment and achievement	£15000
Setting for maths and literacy in Year 5/6	Establish small group literacy and maths teaching to raise standards and achievement	-
Learning Mentor Interventions	Effective use of leaning mentor groups to impact on standards and emotional well-being.	£5000
Small group interventions	Effective use of teaching assistants to ensure improvement in attainment and achievement	£4000
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils	£500
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths	£10000
Sports participation	Extra-curricular sports activities and competitions. Sports teacher from Hemsworth used to develop teaching and planning	£6000
Total spent		£76500

Impact Report 2016-2017

KS1 Results:

2015-2016

Year 2	% working at expected standard			% working at a greater depth		
	School	National	PP	School	National	PP
Reading	70%	74%	86%	11%	23%	14%
Writing	67%	65.5%	71%	15%	13%	29%
Maths	74%	72.6%	86%	11%	18%	0%
R,W & M	57%	64%		7%	9%	

2016-2017 (4 children disadvantaged; 1 of these also SEND)

Year 2	% working at expected standard			% working at a greater depth		
	School	National	PP	School	National	PP
Reading	67%	76%	60%	17%	25%	0%
Writing	60%	68%	60%	7%	16%	25%
Maths	67%	75%	60%	10%	21%	0%
R,W & M	57%	64%	60%	3%	11%	-

ARE

In 2017, the results show that the number of disadvantaged children achieving the ARE was 60% in reading, 60% in writing and 60% in maths which is below the percentages achieved in the previous year.

Compare to the whole school data, disadvantaged children were behind non Disadvantaged children although not significantly: in reading it is 3% and in maths it is 6%. Their results are in line with whole school data in writing (60% for both).

Greater Depth

At Greater Depth, disadvantaged children did not perform as well as the previous year with 0% achieving the Greater Depth Standard in reading and maths (0/4 children). In writing 25% of children were awarded the Greater Depth standard which represents 1 child in the class.

KS2 (Year 6) – Disadvantaged Pupils

2015-2016

Year 6	% working at expected standard			% working at a greater depth		
	School	National	PP	School	National	PP
Reading	76%	66%	44%	14%	15%	8%
Writing	72%	74%	44%	10%	15%	11%
SPAG	79%	72%	56%	34%	23%	22%
Maths	72%	70%	56%	17%	17%	22%
RWM	62%	53%	33%	7%	5%	11%

Year 6	Average scaled score	Average scaled score	Average scaled score
	School	National	PP
Reading	104.7	103	104
GPS	105.7	104	103
Maths	103.2	103	102

2016-2017 (9 children Disadvantaged; 3 also SEND)

Year 6	% working at expected standard			% working at Greater Depth standard			
	School	National	PP	School	National	PP	Non PP
Reading	53%	71%	40%	3%	24%	0%	5%
Writing	77%	76%	60%	17%	18%	10%	20%
SPAG	73%	77%	50%	27%	31%	30%	20%
Maths	60%	75%	40%	17%	23%	10%	20%
RWM	43%	61%	60%	0%	9%	0%	-

Year 6	Average scaled score	Average scaled score	Average scaled score
	School	National	PP
Reading	100.2	104	97.8
GPS	104	106	101.1
Maths	100.5	104	97.1

ARE

In 2017 the results show that 40% of PP children in Year 6 achieved the Expected standard in reading, 60% in writing and 40% in maths. In SPaG, 50 % of children achieved the Expected standard.

Compared with the previous year's results the number of Disadvantaged children achieving the Expected Standard in writing has risen by 16%. In reading there has been a decrease of 4%. In maths there has been a decrease of 16% and in SPaG there has been a decrease of 6%.

When compared to school data, disadvantaged children were significantly behind in reading, writing, maths and SPaG for children at ARE.

Disadvantaged children at ARE in all subject were below national figures.

Greater Depth

At greater depth, the percentage of disadvantaged children was below the whole school data in reading (5%), writing (10%) and maths (10%) but above in SPaG (10%)

Compared to national data, the percentages of disadvantaged children at greater depth was behind in all areas.

Compared to the previous year's results, the number of Disadvantaged children at the Greater Depth standard in writing increased and was roughly the same in all other areas.

Progress

Progress	School	Percentile	PP	Percentile
Reading	-3.8	75-95	-4.2	95-100
Writing	0.0	0	-2.2	75-95
Maths	-3.7	75-95	-5.2	95-100

- A score of 0 means pupils in this school, on average, do as well at KS2 as those pupils with **similar attainment nationally**.
- A positive score means pupils in this school, on average; do as better at KS2 as those pupils with **similar attainment nationally**.
- A negative score means pupils in this school, on average; do worse at KS2 as those pupils with **similar attainment nationally**.
- **1-5%: Top 5%** Reading 4.6 + top 5% Writing 4.4+ top 5% Maths 4.3+ top 5%
- **5-25%: Next 20%** Reading 1.8 to 4.6 + Writing 1.9 to 4.4+ Maths 1.6 to 4.3+
- **25-40%: Next 15%** Reading 0.7 to 1.7 Writing 0.8 to 1.8 Maths 0.6 to 1.5
- **40-60%: Middle 20%** Reading -0.6 to 0.6 Writing -0.5 to 0.7 Maths -0.6 to 0.5
- **60 – 75%: Next 15%** Reading --1.6 to -0.7 Writing -1.6 to .0.6 Maths -1.6 to .0.7
- **75 – 95%: Next 20%** Reading -4.0 to -1.7 Writing -4.8 to -1.7 Maths -4.0 to -1.7

- **95-100%: Bottom 5%** Reading -4.1 and below Writing -4.9 and below Maths -4.1 and below

Disadvantaged children made less progress than Non-Disadvantaged children in reading, writing and maths. Their progress was in the bottom 95-100 percentile in both reading and maths and the bottom 75-95 percentile in writing. This progress was similar to the whole school data as shown in the table above.

Areas for development

KS1:

In Key Stage 1 the results show that there is a need to improve the number of Disadvantaged children reaching the Greater Depth standard in all areas but in particular in reading and maths.

There also needs to be a narrowing of the gap between Disadvantaged and non-Disadvantaged children. Although not significant at ARE, the gap at the GD standard is significant.

KS2

The results show that main weakness for our Disadvantaged children this year was achieving ARE in maths and reading and achieving the Greater Depth Standard in writing. There is also a need for these children to make between progress from Key Stage 1 to the end of Key Stage 2

Intended Actions:

The School Development plan aims to address these issues and all subject leader development plans have a focus of aiming to increase the percentage of Greater Depth. The core subjects have a particular focus on Disadvantaged children and ensuring their make rapid progress. The School Development plan also focusses on challenge and ensuring children are challenged in all areas of the Curriculum which should have an impact on the percentages of children reaching the Greater Depth standard.

There will also be further CPD for both teaching staff and TAs which aim to increase teacher awareness of what skills need to be taught in writing to develop children into 'Expected' or 'Greater Depth' writers by Year 2 and Year 6.

There is also CPD for staff being put into place for all staff on reading and the expectations for each year group along with developing questioning techniques to ensure children are being challenged in all Content Domains.

IMPACT

Learning mentor:

The learning mentor was used to work closely with Disadvantaged children and address social and emotional needs. She used interventions such as 'Volcano in my Tummy' and Lego therapy to address these children's needs and allow them to understand and express their emotions in a more positive way. This additional time with the Learning Mentor was intended to help these children modify their behaviour, manage their emotions (including anger) and build their self-belief. As a result of this, these children have been able to better engage in lessons and make more rapid progress across the Curriculum.

Breakfast club

Breakfast club has ensured children are better nourished and ready to start the day and has also begun to have an impact on attendance by ensuring children are at school on time and not missing any learning.

Sports participation

This has allowed children to try a range of sports such as football, tag rugby, netball, dance and gymnastics. It is helping to ensure children's fitness levels are improved and promote a healthy lifestyle. 73% of the Disadvantaged children participated in after school sports at some point during the year and all Disadvantaged children have benefitted from the teaching of PE from the Hemsworth PE specialist.

Continuous Provision Room

The room was set up for access by Year 1 and Year 2 to allow them to access continuous provision and ensure they were given a range of opportunities to practise the reading, writing and maths skills they had been taught in class sessions. The room was accessed on a weekly basis by all Disadvantaged children and gave them the opportunity to work in small, adult-led groups with a focus on improving their literacy and maths.

Setting in KS2:

This started in February in Year 6 and began to have an impact on standards as it had done in previous years. Setting allowed focussed work with disadvantaged children by the class teacher twice a week. The children have been challenged with reasoning skills and mastery levels of work across the Curriculum during these booster groups which has helped deepen understanding and allow more children to gain the Expected Standard and some to gain the Greater Depth standard. This use of setting will now be used again in Y6 but this time from September and with additional booster times 2 afternoons a week, and will be extended to Year 2.

Impact Summary
2016 – 2017

Project / Object	Outcome / Impact	Impact
Reading Recovery	Improve reading standards for those who are underachieving against their peers	Children are being picked up sooner for the intervention so any issues are being identified and addressed quickly so learning and progress is less affected by any problems the child may have. HLTAs have been timetabled next year to continue this intervention.
Reading Catch Up	Effective use of teaching assistants to impact upon reading standards	
Setting for maths and literacy in Year 5/6	Establish small group literacy and maths teaching to raise standards and achievement	The smaller classes for upper key stage 2 has benefited the children with more intensive support from both interventions and quality first teaching – though our attainment was lower than the national average, the progress made by the children from Year 5 was good and this was down to being able to give the children targeted support and in depth learning in the core subjects.
Learning Mentor Interventions	Effective use of leaning mentor groups to impact on standards and emotional well-being.	The learning mentor role has been beneficial across the school. The focus on learning behaviours has seen a reduction in behavioural incidents during learning time.
Small group interventions	Effective use of teaching assistants to ensure improvement in attainment and achievement	This Intervention worked well in giving pupils confidence due to the smaller groups they were in. It was targeted at the children who were achieving just under ARE or working towards GD. We as a school are aware that interventions have to be targeted to ensure that we focus on closing the gap between those children who are identified as vulnerable within school and nationally.
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils	Breakfast club has provided children with a good start to the day. Next year there will be more of a focus on using some of the time in breakfast club to improve reading skills which will be delivered by TAs
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths	This intervention has worked well and Mathletics in particular has had a benefit on the children and created a more positive attitude towards maths. Children enjoy the competitive nature of the programme and the maths coordinator has introduced certificates and awards to encourage access to it. My Lexia was used in Upper Key Stage 2 but it has had limited use. Retraining in the use of the programme has been put in place for September with an aim that children will be targeted with this for 3 20 minute sessions a week.

Sports participation	Extra-curricular sports activities and competitions. Sports teacher from Hemsworth used to develop teaching and planning	73% of the Disadvantaged children participated in after school sports at some point during the year and all Disadvantaged children have benefitted from the teaching of PE from the Hemsworth PE specialist who has upskilled teaching staff to deliver more structured, well paced lessons that motivate children and ensure a more healthy lifestyle. The sports specialist also showed how maths could be linked into PE with OAA in UKS2 which benefitted maths through seeing maths in real life contexts.
----------------------	--	---