

# Evidencing the impact of Pupil Premium 2016/17 Skipsea

Number of pupils and amount of Pupil Premium funding received:		
	2015/16	2016/17
Total number of pupils on roll	56 pupils	57
Total number of pupils eligible for Pupil Premium funding	<i>24 pupils across reception through to Year 6 (including LAC)</i>	FSM <b>£33,000</b> LAC 1 PUPIL £900
Amount of Pupil Premium funding received per pupil	£1300	£1300 for FSM £300 for Service £900 for LAC
<b>Total amount received</b>	£30,170	<b>£33,900</b>
<b>EXPENDITURE 2015 TO 2016</b> SEN consultant and speech therapy consultant £2000 total Home school liaison support (PSA Kay Sullivan) £1000 Emotional Literacy Sessions – ELSA – Higher level teaching assistant support (DM) £1200		

Intervention support (DM £836, WS £295, JS £220) £1351 total  
MFL lessons KS2 £1365  
Swimming lessons £2130  
Subsidise visits £1000 and £1100 transport for visits = £2100 total  
Extended classroom support (TW £11,553 and JS £6219)  
Music concerts £230  
Sing Up £115  
Charanga £150  
Enhancement curriculum activities (including Marvin Close Writer in Residence) £500  
Cycling proficiency lessons £75  
Pedestrian Training £15  
ICT software to support children – Education City £735  
Resources to raise standards in writing and maths as per school improvement plan £500

Total Expenditure £31,228

### **EXPENDITURE 2016 TO 2017**

**Buying in SEN Consultant and Buying in Speech and Language Consultant £2500**  
**Paying towards Educational Visits and transport £1750**  
**Buying in Parent Support Advisor £1000**  
**Paying for Emotional Literacy Support Assistant intervention time £1500**  
**Paying for pupil drop in time with pastoral member of staff £650**

**IT Resources to support learning (Charanga £170 and Education City £900) £1070 total**  
**Resources to improve teaching and learning (No-nonsense spelling £135, Non Nonsense Grammar £135, Mastery in Maths £140, Literacy Boxes £600) £1010**  
**Pixl Membership-to support teaching and learning, especially interventions £900**  
**Interventions led by staff throughout KS2 (30 mins a day x 3 days a week) Teaching staff-£12,600 TAs-£2600**  
**Extended TA contract £11,686**  
**Pupil progress meetings-3 a year £360**  
**Music concerts £135**  
**Cycling skills Y5/6 £75**  
**Total expenditure £37,836**

*Using staff knowledge and Attainment data, groups of pupils are provided with targeted teaching and support, regularly being reviewed. The above mentioned*

*interventions are embedded across the school, with future planning to adapt these following suitable evaluations of outcomes.*

*Pupil progress meetings are held each term.*

We use our tracking data intelligently to analyse the underachievement of individual pupils but then go beyond this to analyse any patterns in underachievement in the school as a whole taking a long term view. We don't just concentrate on 'quick wins', trying to stop achievement gaps from widening long before the end of a key stage considering a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school.

The school have used findings from our own self-evaluation of the last three years to determine how to allocate the funding for this year. We have decided to use a lot of our funding to extend contracts of our classroom support assistants. This means that the classes can continue to be organised into smaller ability groups for English and Mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential. It also means that we have more staff available to help deliver focused intervention work alongside teaching staff. We have found this has really helped standards and progress.

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

**Speech and language development**

**Social, Emotional and Behavioural needs linked to challenging family life at home**

**Lack of money, aspiration and opportunities to go outside of Skipsea**

**Lack of support at home for extended learning outside of the classroom eg being heard read, learning spellings, completing homework and/or additional learning**

**Lack of money and support to attend after school events**

**High mobility that has caused disruption to children's learning either through gaps in learning, lack of directed intervention, inconsistencies in standards and expectations as well as creating emotional and social instability**

<b><u>Attainment of pupils eligible for Pupil Premium funding at KS1</u></b>	2015/16				2016/2017			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
Phonics in Y1	50%	83%	n/a		N/A		N/A	
KS1 Reading	50%	78%	25%	27%	50%		0%	

KS1 Writing	50%	70%	0%	16%	0%		0%
KS1 GPS	n/a	n/a	n/a	n/a	N/A		N/A
KS1 Mathematics	50%	77%	0%	20%	50%		0%

**Summer 2017 data progress of Pupil premium child from end of EYFS to end of KS1**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
2	2	50%	0%	0%	0%	50%	0%

**Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding**  
e.g. examples of pupils in making or exceeding expected progress; progress linked to attainment on entry

**Summer 2016 data**

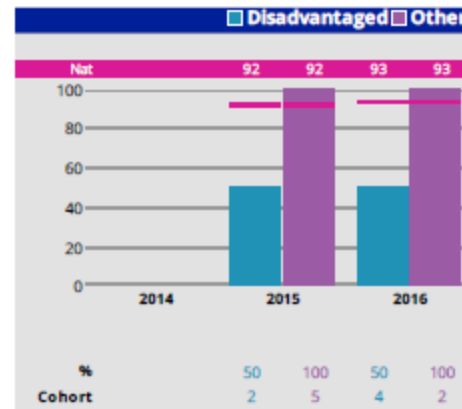
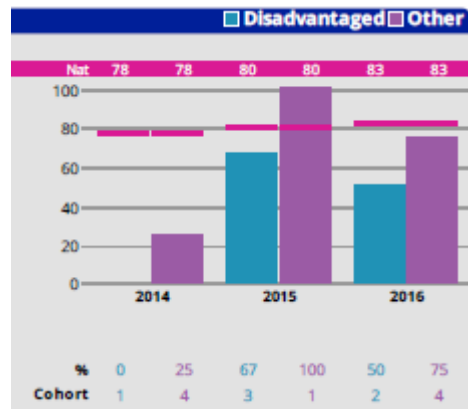
Weaknesses identified in Raise onlinedashboard:

Fewer than 70% of pupils met the expected standard in phonics in year 1.

Fewer than 80% of pupils met the expected standard in phonics in year 2.

Year 1 phonics

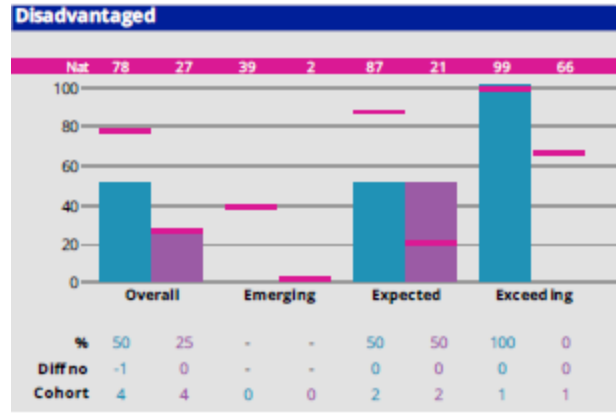
Year 2 phonics



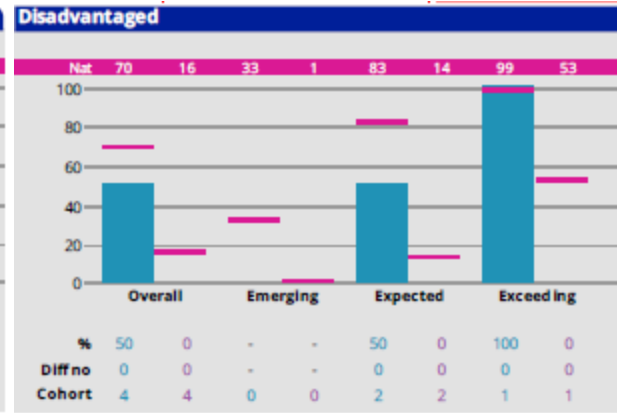
Strengths identified in Raise online dashboard:

For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils. \*within one pupil below national.

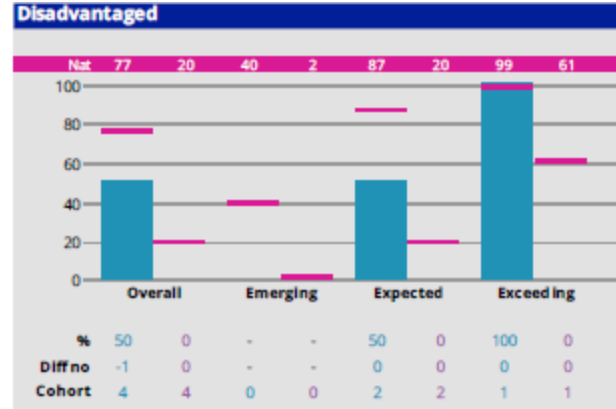
Reading



Writing



Maths



Attainment of pupils eligible for Pupil Premium funding at KS2	2015/16				2016/2017			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
KS2 Reading	0%	71%	0%	23%	75%		25%	

KS2 Writing	67%	79%	0%	18%	75%		25%	
KS2 GPS	33%	78%	33%	27%	25%		0%	
KS2 Mathematics	33%	75%	0%	20%	75%		0%	

**SUMMER 2017 DATA progress from end of Year 5 to end of Year 6**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
6	4	100%	75%	100%	25%	100%	75%

**SUMMER 2017 DATA progress from end of KS1 to end of KS2**

	<u>PUPIL PREMIUM</u> <u>ever 6 (4)</u>
<u>READING</u>	+0.79
<u>WRITING</u>	+1.21
<u>MATHS</u>	-4.73

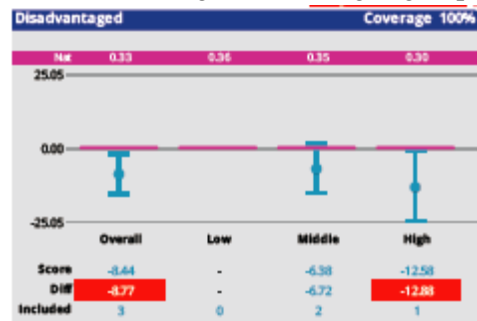
**SUMMER 2016 DATA**

In KS2, there were only 3 pupils( two girls and one boy) re pupil premium for attainment and progress data. All of the children had joined the school during Upper Key Stage 2. One girl joined in the Summer term of Y5, one girl started Autumn term of Y5 and the boy started during Y6. Both girls had been prior middle ability at the end of KS1 at their previous schools and the boy had been prior higher ability at the end of KS1. None of the children achieved the expected standard in Reading, one girl and

**Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding**  
e.g. examples of pupils in making or exceeding expected progress; the effectiveness of 'catch-up' programmes or targeted support

one boy achieved the expected standard in Writing and only the boy achieved the expected standard in Maths. These children didn't perform well in the tests despite targeted support and interventions put in place.

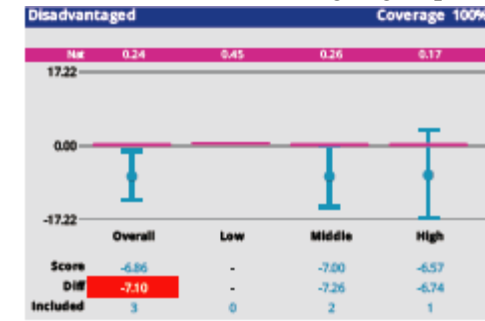
Data for Reading (disadvantaged group)



Data for writing (disadvantaged group)



Data for maths (disadvantaged group)



Progress of pupil premium children Summer 2016

	<b><u>PUPIL PREMIUM</u></b> <b><u>(3 PUPILS)</u></b>
<b><u>READING</u></b>	<b>-8.4</b>
<b><u>WRITING</u></b>	<b>-5.1</b>
<b><u>MATHS</u></b>	<b>-6.9</b>

Improving Attendance

Absence Rate of Pupils eligible for Pupil Premium funding (re FSM)	2015/16		2016/17	
	School	National	School	National

% of sessions missed due to overall absence	4.38%	5.2%		
% Persistent absentees – absent for 10% or more of sessions	7.81%	15.1%		

Impact of Pupil Premium funding on attendance *(if relevant)*:

**Attendance information for 2016 to 2017 for whole school**

**%Attendance since September 2016 to 19<sup>TH</sup> June 2017 (target 96.6%)**

<b>YEAR GROUP</b>	<b>SKIPSEA</b>
<b>FS1</b>	<b>100%</b>
<b>FS2</b>	<b>95.33%</b>
<b>Y1</b>	<b>96.41%</b>
<b>Y2</b>	<b>96.45%</b>
<b>Y3</b>	<b>94.59%</b>
<b>Y4</b>	<b>95.13%</b>
<b>Y5</b>	<b>94.52%</b>
<b>Y6</b>	<b>96.13%</b>
<b>Whole school</b>	<b>95.68%</b>
<b>Number of pupils below 90% attendance</b>	<b>2</b>
<b>Number of pupils below 95% attendance</b>	<b>16</b>
<b>Number of pupils with 100% attendance</b>	<b>2</b>



**Pupil premium pupils with attendance 90-95% last year (2016/17)**

- 1 child in Y2
- 1 child in Y4
- 2 children in Y5
- 1 child in Y6

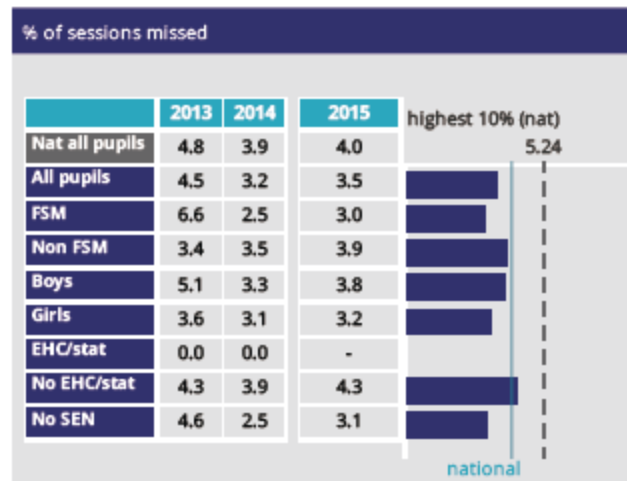
**Pupil premium pupils with attendance below 90%% last year (2016/17)**

- 1 child in Y5

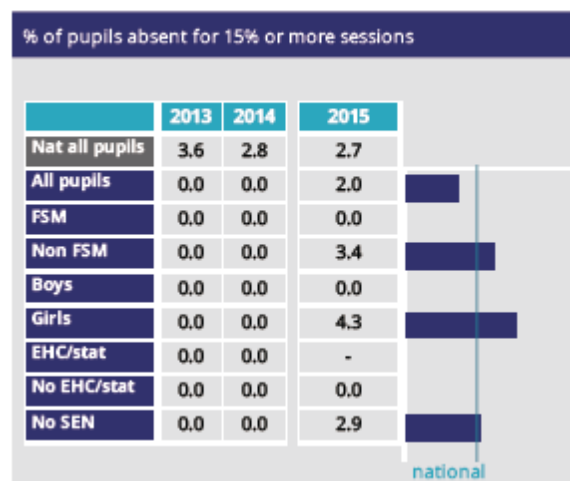
**Raise online 2016-**

Attendance information for FSM pupils over time

**Absence**



**Persistent Absence**



**% ATTENDANCE FOR 2014 TO 2015**

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	SEN % ATTENDANCE	NON SEN % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE	BOYS-ATTENDANCE	GIRLS-% ATTENDANCE
FS2	8	94.54%	No SEN	94.54%	93.81%	94.72%	93.60%	95.00%
Y1	7	94.50%	87.41%	97.49%	96.58%	93.08%	95.00%	94.40%
Y2	7	94.83%	96.58% EHCP 98.39% Statement	95.27%	92.46%	95.59%	94.60%	95.00%
Y3	11	95.40%	94.21%	95.48%	94.53%	96.40%	95.30%	97.40%

Y4	8	96.62%	95.66%	99.34%	95.44%	96.89%	94.90%	98.00%
Y5	13	97.04%	96.48%	97.48%	97.04%	No FSM	96.50%	98.20%
Y6	10	97.46%	95.79%	98.16%	97.77%		98.10%	97.20%
WHOLE SCHOOL	64	96.18%	90.53% EHCP 95.00% SEN Sup 98.39% State	96.83%	95.62%	96.39%	95.90%	96.50%

Pupil premium children who had action plans for attendance or punctuality in 2015/2016 were:

One child in FS2

One child in Y2

**Pupil premium pupils with attendance 90-95% last year (2015/16)**

One child in FS2

Two children in Y1

Two children in Year 2

Class 3

Three children in Year 4

One child in Year 5

The school has set up a rigorous system for monitoring and tracking attendance throughout the school (see file in Admin Office).

**Daily**, Teaching Staff put attendance information onto the school system (SIMS) and Admin staff chase up any absences either by text or by phone call.

**Each week**, the Head is informed of which pupils are below 90% and below 95% in attendance from the start of the school year to that present time and the Head monitors each week if the attendance of these children is improving or not. Parents may receive a text or letter informing them of their child's attendance at a given time if on this list and what target is.

Celebration Assembly- certificate given to the class with the best attendance for that week, certificate given to any year group with 100% attendance that week.

Identified children on daily or weekly attendance/punctuality charts as needed.

**Monthly** newsletters inform Parents and Governors of attendance for whole school and each year group at that given time and how it compares with school target.

**Termly** tracking done for number of children below 90% and below 95% attendance at end of each term from start of school year and information entered into data sheet so it can be monitored over time. Attendance for identified pupils and groups of pupils also monitored.

Certificates and rewards given to pupils with 100% attendance over half a term and over a full term.

Head and identified governor does attendance and punctuality monitoring and completes a report for the Governing Body.

**Annually** tracking done for number of children below 90% and below 95% attendance at end of year from start of school year and information entered into data sheet so it can be monitored over time. Attendance for identified pupils (those with historically poor attendance previously) and groups of pupils also monitored and data entered onto tracking sheets eg SEN, FSM, LAC, GT.

End of year assembly-certificate and £20 family cineworld voucher given to children with 100% attendance for the year.

% ATTENDANCE FOR 2014 TO 2015

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	SEN % ATTENDANCE	NON SEN % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE	BOYS-ATTENDANCE	GIRLS-% ATTENDANCE
FS2	8	94.54%	No SEN	94.54%	93.81%	94.72%	93.60%	95.00%
Y1	7	94.50%	87.41%	97.49%	96.58%	93.08%	95.00%	94.40%
Y2	7	94.83%	96.58% EHCP 98.39% Statement	95.27%	92.46%	95.59%	94.60%	95.00%
Y3	11	95.40%	94.21%	95.48%	94.53%	96.40%	95.30%	97.40%
Y4	8	96.62%	95.66%	99.34%	95.44%	96.89%	94.90%	98.00%
Y5	13	97.04%	96.48%	97.48%	97.04%	No FSM	96.50%	98.20%
Y6	10	97.46%	95.79%	98.16%	97.77%	97.28%	98.10%	97.20%
WHOLE SCHOOL	64	96.18%	90.53% EHCP 95.00% SEN Sup 98.39% State	96.83%	95.62%	96.39%	95.90%	96.50%

% ATTENDANCE FOR 2013 TO 2014

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	SEN % ATTENDANCE	NON SEN % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE	BOYS-ATTENDANCE	GIRLS-% ATTENDANCE
FS2	5	94.38%	No SEN	94.38%	94.74%	94.28%	94.70%	94.30%
Y1	5	94.50%	97.62%	92.95%	97.62%	93.72%	96.80%	92.90%
Y2	12	97.05%	97.62%	96.63%	96.97%	97.22%	97.10%	97.30%
Y3	9	95.75%	97.35% Act+ 95.56% Act	95.97%	96.86%	95.18%	94.90%	96.60%
Y4	10	96.39%	95.57%	97.05%	96.39%	No FSM	96.00%	97.90%
Y5	9	97.52%	95.02%	98.82%	98.33%	97.09%	98.00%	97.40%
Y6	7	96.43%	96.58%	100%	96.32%	96.45%	95.60%	98.40%
WHOLE SCHOOL	57	96.43%	97.51% Act+ 95.95% Act	96.57%	97.08%	96.21%	96.30%	96.60%



## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To enable pupils to narrow the gaps in their learning and achievements and also to make better progress in their speech and language development.**

**Targeted pupil premium pupils who received Speech and Language support and programmes (individual identified pupils across the school) during the last two academic years:**

One child in Y2

Two children in Y4 **and continue to receive Speech and Language support and programmes this academic year 2017/18.**

1 child in Y6

**All pupil premium pupils either received SEN support and intervention programmes or booster sessions to try to secure expected or high standard**

**Provision:** Buying in SEN Consultant and Buying in Speech and Language Consultant to support pupils across school re speech and language development and also assess their additional needs and prepare programmes for intervention.

**Outcomes to date:**

**Speech and Language-see file in Head's office-children have made progress re their targets following assessments linked to Speech and Language and continue to receive personalised intervention programmes to meet their next steps (planned by Consultant and delivered by staff who have been trained by Consultant).**

**SUMMER TERM 2017 DATA TEACHER ASSESSMENT AND Y6 TEST DATA**

**STANDARDS**

**JUNE 2017 PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 GIRL AND 2 BOYS	33%	33%	33%
Y2	2 GIRLS	50%	0%	50%
Y3	1 BOY AND 2 GIRLS	67%	67%	67%
Y4	2 BOYS AND 2 GIRLS now	50%	50%	75%
Y5	7 BOYS	71%	43%	57%
Y6 TEST DATA	3 BOYS AND 2 GIRLS	60%	80%	80%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 BOYS	0%	0%	0%
Y2	1 BOY 3 GIRLS	75%	75%	75%
Y3	2 GIRLS	50%	50%	50%
Y4	3 GIRLS 2 BOYS	80%	80%	100%
Y5	1 BOY	100%	100%	100%
Y6 TEST DATA	2 BOYS 1 GIRL	67%	33%	33%

**LAC**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y6 TEST DATA	1 GIRL	0%	100%	100%

**PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016****PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)**

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected + progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected + progress</b>
<b>1</b>	1 GIRL AND 2 BOYS	33%	0%	33%	0%	0%	0%
<b>2</b>	2 GIRLS	50%	0%	0%	0%	100%	50%
<b>3</b>	1 BOY AND 2 GIRLS	67%	67%	67%	67%	67%	67%
<b>4</b>	2 BOYS AND 2 GIRLS now	100%	25%	100%	50%	75%	0%
<b>5</b>	7 BOYS	86%	29%	71%	14%	71%	0%
<b>6</b>	3 BOYS AND 2 GIRLS	100%	60%	100%	40%	100%	60%



**NON PUPIL PREMIUM**

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected + progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected + progress</b>
1	2 BOYS	0%	0%	50%	0%	50%	0%
2	1 BOY 3 GIRLS	50%	0%	75%	0%	100%	75%
3	2 GIRLS	50%	50%	50%	50%	100%	50%
4	3 GIRLS 2 BOYS	60%	0%	60%	0%	100%	0%
5	1 BOY	100%	0%	100%	0%	100%	0%
6	2 BOYS 1 GIRL	100%	67%	100%	67%	100%	100%

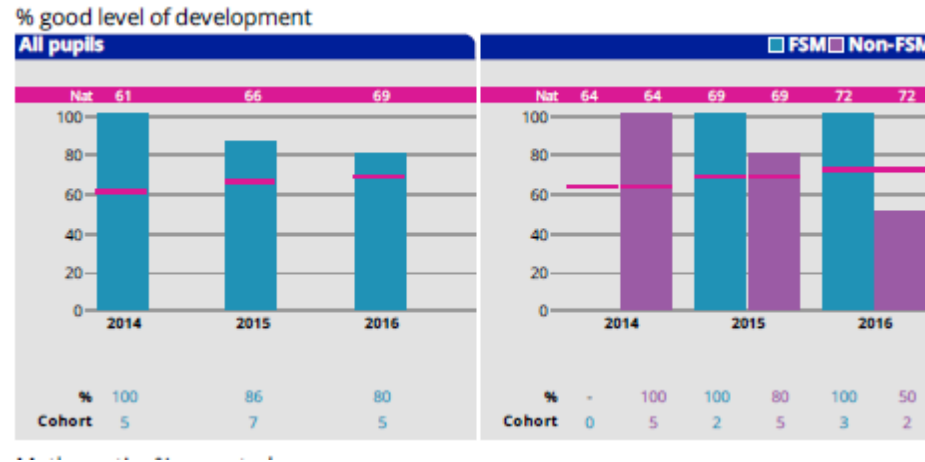
**LAC /Post adopted from care CHILDREN**

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>	<b>READING Expected progress</b>	<b>READING Expected+ progress</b>	<b>WRITING Expected progress</b>	<b>WRITING Expected + progress</b>	<b>MATHS Expected progress</b>	<b>MATHS Expected + progress</b>
Y6	1 GIRL	0%	0%	100%	0%	100%	0%

**Summer 2016 data**

**JUNE 2016 SKIPSEA RESULTS RE STANDARDS FOR WHOLE COHORTS AND DIFFERENT GROUPS FOR THIS TIME IN THE SCHOOL YEAR**

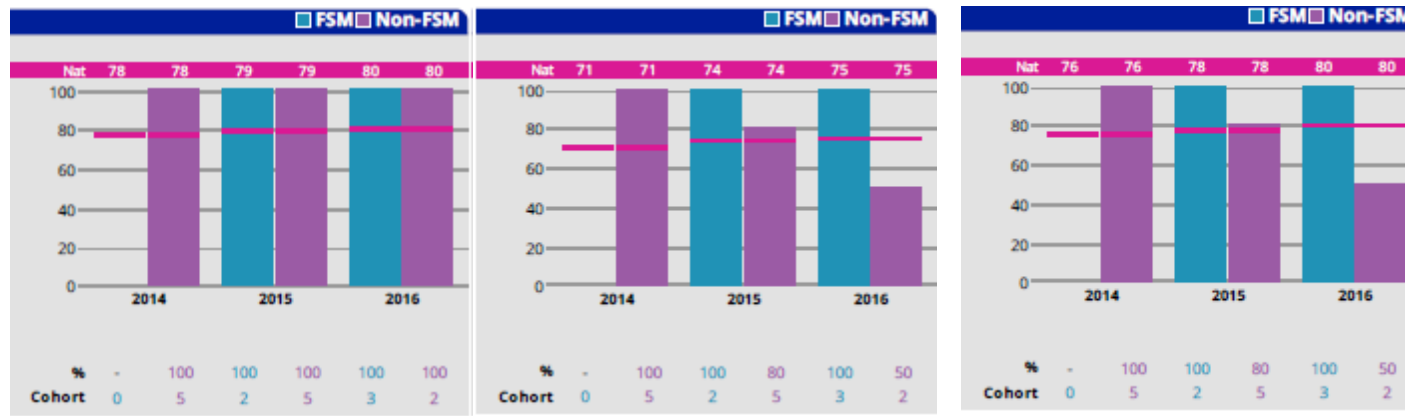
**FS2 JUNE 2016 DATA-5 CHILDREN IN COHORT3 children were FSM**



**Reading**

**writing**

**maths**



The information that follows shows the % of children in the particular group in each cohort that are at the expected standard or above re end of year expectations.

This is arrived at using teacher assessment re Basic, Advanced and Deep for Milestones for Reading and Writing and teacher assessment re Steps for Maths. As can be seen below, cohort size and group size is often very small.

#### WHOLE COHORTS

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	5 GIRLS AND 1 BOY	100%	100%	0%
Y2	4 GIRLS AND 2 BOYS	50%	50%	50%
Y3	4 BOYS AND 4 GIRLS	75%	75%	87.5%
Y4	8 BOYS	75%	75%	62.5%
Y5	4 BOYS AND 4 GIRLS	62.5%	62.5%	37.5%
Y6 test data	7 BOYS AND 4 GIRLS	36%	55%	64%

#### PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN/LAC)

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 GIRLS	100%	100%	0%
Y2	2 BOYS AND 2 GIRLS	50%	50%	50%
Y3	2 BOYS AND 1	33%	33%	67%

	GIRL			
Y4	7 BOYS	71%	71%	57%
Y5	2 BOYS AND 3 GIRLS	80%	80%	40%
Y6 TEST DATA	1 GIRL AND 1 BOY	0%	100%	50%

#### LAC CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y5	1 GIRL	100%	100%	100%

#### PROGRESS INFORMATION SUMMER 2016

#### PUPIL PREMIUM

**FS2 3 pupils (one girl and two boys) and all made at least typical progress from baseline on entry data.**

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the new system.

On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also

children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

#### WHOLE COHORTS

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	6	+2	+2	+2.17
3	7 (EXC rt)	+2	+2.71	+2.21
4	8	+0.625	+1.125	+0.75
5	8	+0.625	+0.938	+1.125

#### PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	4	+1.75	+1.75	+1.875
3	3	+3	+3.67	+2.5
4	7	+0.71	+1	+0.71
5	5	+0.6	+1.2	+1.3

#### LAC

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
5	1	+0	+1	+1

Process for monitoring impact:

HALF TERMLY TRACKING FOR STANDARDS AND PROGRESS DATA BY HEADTEACHER AND ANALYSIS DONE WITH ASSISTANT HEADS AND ALSO GOVERNORS

HALF TERMLY REVIEW OF INTERVENTIONS ETC-STAFF

REPORTS FROM AND DISCUSSIONS WITH SEN CONSULTANT AND SPEECH AND LANGUAGE CONSULTANT

**Lesson observations, informal drop ins, pupil voice interviews**

**Cost:£2500**

**6.6% of total PPG expenditure:**

## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To provide additional engaging activities for children.**

### **Targeted pupils (all eligible pupils/group/individual):**

**All eligible pupils for all day visits and time capsule work and music events.**

**Residential weekend visit September 2017 -Y5-three pupils**

**Y6-4 pupils**

### **Provision:**

**To contribute towards trips for all year groups.**

**To provide quality musical events for all year groups.**

**To provide cycle training for Y5/6 pupils.**

### **Outcomes to date:**

**2016 to 2017**

**ALL PUPILS HAD MUSIC CONCERTS IN SCHOOL FROM MUSIC SERVICE**

FS2 AND Y1 AND YEAR 2 PUPILS EDUCATIONAL VISITS-LITTLE BIG SING, THE DEEP, WRITER IN RESIDENCE-TIME CAPSULE WORK.

YEARS 3 AND 4- EDUCATIONAL VISITS-FARM VISIT, WRITER IN RESIDENCE-TIME CAPSULE WORK.

YEARS 5 AND 6-CYCLE TRAINING, EDUCATIONAL VISITS-RESIDENTIAL WEEKEND, TIME CAPSULE WORK, CHILDREN WERE TAKEN ON A GEOGRAPHY

TRIP TO FLAMBOROUGH

**Process for monitoring impact:**

**Discussions with pupils and families**

**Governor monitoring-either going on the visit or talking to pupils**

**Cost:£1960**

**5.2% of total PPG expenditure**



## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**For children and their families to receive additional expertise and support to secure their personal development and welfare.**

**Targeted pupils (all eligible pupils/group/individual):**

**Targeted pupil premium pupils who received support and programmes (individual identified pupils across the school) during the academic year 2015/2016:**

1 child in Y2

3 children in Y5

**These targeted pupil premium pupils have been receiving support and programmes this academic year:**

1 child in Y5

1 child in Y6

**Provision:** Buying in Parent Support Advisor, when needed, to support pupils across school and their families as needed re personal development and welfare needs.

Paying for Emotional Literacy Support Assistant intervention time to support pupils across school and their families as needed re personal development and welfare needs.

Paying for pupil drop in time with pastoral member of staff to support pupils across the school as needed.

**Outcomes to date:**

Due to effective support given internally using school staff, the school hasn't had to buy in Parent Support Advisor over the last year.

Outcomes from Emotional Literacy Work can be found in ELSA folder

**Process for monitoring impact:**

Feedback and liaison between staff re pupils needing/receiving intervention and support.

Head and governor meet with ELSA to review what they are doing and what impact it is having at least twice a year.

**Lesson observations, informal drop ins, pupil voice interviews****Cost: £3150****8.3% of total PPG expenditure**

## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To help ensure gaps are closed and children achieve ARE expectations.**

### Targeted pupils (all eligible pupils/group/individual):

All eligible pupils across the school re IT resources

All eligible pupils Y1-Y6 re No Nonsense resources and Literacy Boxes.

All eligible Y2-Y6 pupils re Pixl resources.

**Provision: Purchase and use of IT resources to support learning and teaching** Espresso and Education City

**Purchase and use of other resources eg** No Nonsense Spelling , No Nonsense Grammar , Mastery in Maths , Literacy boxes

**Pixl Membership-to support teaching and learning, especially interventions**

### Outcomes to date:

#### SUMMER TERM 2017 DATA TEACHER ASSESSMENT AND Y6 TEST DATA

#### STANDARDS

#### JUNE 2017 PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS

Y1	1 GIRL AND 2 BOYS	33%	33%	33%
Y2	2 GIRLS	50%	0%	50%
Y3	1 BOY AND 2 GIRLS	67%	67%	67%
Y4	2 BOYS AND 2 GIRLS now	50%	50%	75%
Y5	7 BOYS	71%	43%	57%
Y6 TEST DATA	3 BOYS AND 2 GIRLS	60%	80%	80%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 BOYS	0%	0%	0%
Y2	1 BOY 3 GIRLS	75%	75%	75%
Y3	2 GIRLS	50%	50%	50%
Y4	3 GIRLS 2 BOYS	80%	80%	100%
Y5	1 BOY	100%	100%	100%

Y6 TEST DATA	2 BOYS 1 GIRL	67%	33%	33%
--------------	---------------	-----	-----	-----

**LAC**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y6 TEST DATA	1 GIRL	0%	100%	100%

**PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016**

**PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	1 GIRL AND 2 BOYS	33%	0%	33%	0%	0%	0%

2	2 GIRLS	50%	0%	0%	0%	100%	50%
3	1 BOY AND 2 GIRLS	67%	67%	67%	67%	67%	67%
4	2 BOYS AND 2 GIRLS now	100%	25%	100%	50%	75%	0%
5	7 BOYS	86%	29%	71%	14%	71%	0%
6	3 BOYS AND 2 GIRLS	100%	60%	100%	40%	100%	60%

#### NON PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	READING	WRITING	WRITING	MATHS	MATHS
		Expected progress	Expected+ progress	Expected progress	Expected+ progress	Expected progress	Expected+ progress
1	2 BOYS	0%	0%	50%	0%	50%	0%
2	1 BOY 3 GIRLS	50%	0%	75%	0%	100%	75%
3	2 GIRLS	50%	50%	50%	50%	100%	50%
4	3 GIRLS 2	60%	0%	60%	0%	100%	0%

	BOYS						
5	1 BOY	100%	0%	100%	0%	100%	0%
6	2 BOYS 1 GIRL	100%	67%	100%	67%	100%	100%

**LAC /Post adopted from care CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING	READING	WRITING	WRITING	MATHS	MATHS
		Expected progress	Expected+ progress	Expected progress	Expected+ progress	Expected progress	Expected+ progress
Y6	1 GIRL	0%	0%	100%	0%	100%	0%

## Summer 2016 data

**JUNE 2016 SKIPSEA RESULTS RE STANDARDS FOR WHOLE COHORTS AND DIFFERENT GROUPS FOR THIS TIME IN THE SCHOOL YEAR**

**FS2 JUNE 2016 DATA-5 CHILDREN IN COHORT**

END OF EYFS SKIPSEA DATA 2016 % OF PUPILS AT EXPECTED LEVEL OR ABOVE

AREA OF LEARNING	ALL PUPILS (5 PUPILS)	BOYS (4 PUPILS)	GIRLS (1 PUPIL)
PSED	100%	100%	100%
PD	100%	100%	100%
C & L	100%	100%	100%

PRIME AREAS SUMMARY	100%	100%	100%
LITERACY	80%	75%	100%
MATHS	80%	75%	100%
UNDERSTANDING THE WORLD	100%	100%	100%
EXPRESSIVE ARTS AND DESIGN	100%	100%	100%
SPECIFIC AREAS SUMMARY	80%	75%	100%
ALL AREAS OF LEARNING SUMMARY	80%	75%	100%
GOOD LEVEL OF DEVELOPMENT	80%	75%	100%

The information that follows shows the % of children in the particular group in each cohort that are at the expected standard or above re end of year expectations.

This is arrived at using teacher assessment re Basic, Advanced and Deep for Milestones for Reading and Writing and teacher assessment re Steps for Maths. As can be seen below, cohort size and group size is often very small.

#### WHOLE COHORTS

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	5 GIRLS AND 1 BOY	100%	100%	0%
Y2	4 GIRLS AND 2 BOYS	50%	50%	50%
Y3	4 BOYS AND 4	75%	75%	87.5%



	GIRLS			
Y4	8 BOYS	75%	75%	62.5%
Y5	4 BOYS AND 4 GIRLS	62.5%	62.5%	37.5%
Y6 test data	7 BOYS AND 4 GIRLS	36%	55%	64%

**PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN/LAC)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 GIRLS	100%	100%	0%
Y2	2 BOYS AND 2 GIRLS	50%	50%	50%
Y3	2 BOYS AND 1 GIRL	33%	33%	67%
Y4	7 BOYS	71%	71%	57%
Y5	2 BOYS AND 3 GIRLS	80%	80%	40%
Y6 TEST DATA	1 GIRL AND 1 BOY	0%	100%	50%

**LAC CHILDREN**

YEAR GROUP	NUMBER OF	READING	WRITING	MATHS
------------	-----------	---------	---------	-------

	PUPILS			
Y5	1 GIRL	100%	100%	100%

**PROGRESS INFORMATION SUMMER 2016**

**PUPIL PREMIUM**

**FS2 3 pupils (2 boys and 1 girl) All made at least typical progress from on entry data.**

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the new system.

On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

**WHOLE COHORTS**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	6	+2	+2	+2.17
3	7 (EXC rt)	+2	+2.71	+2.21
4	8	+0.625	+1.125	+0.75
5	8	+0.625	+0.938	+1.125

**PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	4	+1.75	+1.75	+1.875
3	3	+3	+3.67	+2.5
4	7	+0.71	+1	+0.71
5	5	+0.6	+1.2	+1.3

**LAC**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
5	1	+0	+1	+1

**Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews**

**HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.**

**Governor meeting looking at data re standards and progress leads to focused monitoring.**

**Cost:£2980**

**7.9% of total PPG expenditure**

## One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To help ensure gaps are closed and children achieve ARE expectations.**

**Targeted pupils (all eligible pupils/group/individual):**  
**All eligible pupils across KS2.**

**Provision:** Interventions led by staff throughout KS2 (30 mins a day x 3 days a week)- Review provision map and allocate staff to lead different groups re basic skills using target specific interventions. To support teaching and learning in Maths and Literacy throughout the school.

**Outcomes to date:**

### SUMMER TERM 2017 DATA TEACHER ASSESSMENT AND Y6 TEST DATA

#### STANDARDS

**JUNE 2017 PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 GIRL AND 2 BOYS	33%	33%	33%

Y2	2 GIRLS	50%	0%	50%
Y3	1 BOY AND 2 GIRLS	67%	67%	67%
Y4	2 BOYS AND 2 GIRLS now	50%	50%	75%
Y5	7 BOYS	71%	43%	57%
Y6 TEST DATA	3 BOYS AND 2 GIRLS	60%	80%	80%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 BOYS	0%	0%	0%
Y2	1 BOY 3 GIRLS	75%	75%	75%
Y3	2 GIRLS	50%	50%	50%
Y4	3 GIRLS 2 BOYS	80%	80%	100%
Y5	1 BOY	100%	100%	100%
Y6 TEST DATA	2 BOYS 1 GIRL	67%	33%	33%

**LAC**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y6 TEST DATA	1 GIRL	0%	100%	100%

**PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016****PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	1 GIRL AND 2 BOYS	33%	0%	33%	0%	0%	0%
2	2 GIRLS	50%	0%	0%	0%	100%	50%
3	1 BOY AND 2	67%	67%	67%	67%	67%	67%

	GIRLS						
4	2 BOYS AND 2 GIRLS now	100%	25%	100%	50%	75%	0%
5	7 BOYS	86%	29%	71%	14%	71%	0%
6	3 BOYS AND 2 GIRLS	100%	60%	100%	40%	100%	60%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	2 BOYS	0%	0%	50%	0%	50%	0%
2	1 BOY 3 GIRLS	50%	0%	75%	0%	100%	75%
3	2 GIRLS	50%	50%	50%	50%	100%	50%
4	3 GIRLS 2 BOYS	60%	0%	60%	0%	100%	0%
5	1 BOY	100%	0%	100%	0%	100%	0%

6	2 BOYS 1 GIRL	100%	67%	100%	67%	100%	100%
---	---------------	------	-----	------	-----	------	------

**LAC /Post adopted from care CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y6	1 GIRL	0%	0%	100%	0%	100%	0%

## Summer 2016 data

**JUNE 2016 SKIPSEA RESULTS RE STANDARDS FOR WHOLE COHORTS AND DIFFERENT GROUPS FOR THIS TIME IN THE SCHOOL YEAR**

**FS2 JUNE 2016 DATA-5 CHILDREN IN COHORT**

END OF EYFS SKIPSEA DATA 2016 % OF PUPILS AT EXPECTED LEVEL OR ABOVE

AREA OF LEARNING	ALL PUPILS (5 PUPILS)	BOYS (4 PUPILS)	GIRLS (1 PUPIL)
PSED	100%	100%	100%
PD	100%	100%	100%
C & L	100%	100%	100%
PRIME AREAS SUMMARY	100%	100%	100%
LITERACY	80%	75%	100%
MATHS	80%	75%	100%



UNDERSTANDING THE WORLD	100%	100%	100%
EXPRESSIVE ARTS AND DESIGN	100%	100%	100%
SPECIFIC AREAS SUMMARY	80%	75%	100%
ALL AREAS OF LEARNING SUMMARY	80%	75%	100%
GOOD LEVEL OF DEVELOPMENT	80%	75%	100%

The information that follows shows the % of children in the particular group in each cohort that are at the expected standard or above re end of year expectations.

This is arrived at using teacher assessment re Basic, Advanced and Deep for Milestones for Reading and Writing and teacher assessment re Steps for Maths. As can be seen below, cohort size and group size is often very small.

#### WHOLE COHORTS

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	5 GIRLS AND 1 BOY	100%	100%	0%
Y2	4 GIRLS AND 2 BOYS	50%	50%	50%
Y3	4 BOYS AND 4 GIRLS	75%	75%	87.5%
Y4	8 BOYS	75%	75%	62.5%
Y5	4 BOYS AND 4 GIRLS	62.5%	62.5%	37.5%

Y6 test data	7 BOYS AND 4 GIRLS	36%	55%	64%
--------------	--------------------	-----	-----	-----

**PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN/LAC)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 GIRLS	100%	100%	0%
Y2	2 BOYS AND 2 GIRLS	50%	50%	50%
Y3	2 BOYS AND 1 GIRL	33%	33%	67%
Y4	7 BOYS	71%	71%	57%
Y5	2 BOYS AND 3 GIRLS	80%	80%	40%
Y6 TEST DATA	1 GIRL AND 1 BOY	0%	100%	50%

**LAC CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y5	1 GIRL	100%	100%	100%

**PROGRESS INFORMATION SUMMER 2016**

## PUPIL PREMIUM

FS2 3 pupils (2 boys and 1 girl) All made at least typical progress from on entry data.

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the new system.

On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

## WHOLE COHORTS

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	6	+2	+2	+2.17
3	7 (EXC rt)	+2	+2.71	+2.21
4	8	+0.625	+1.125	+0.75
5	8	+0.625	+0.938	+1.125

## PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	4	+1.75	+1.75	+1.875
3	3	+3	+3.67	+2.5
4	7	+0.71	+1	+0.71
5	5	+0.6	+1.2	+1.3

**LAC**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
5	1	+0	+1	+1

**Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews**

**HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.**

**Governor meeting looking at data re standards and progress leads to focused monitoring.**

**Cost: Teaching staff-£12, 600 TAs-£2600**

**40.17% of total PPG expenditure**

### One aspect of Pupil Premium allocation

**Objective** (to close the gap in achievement between pupils eligible for pupil premium and other pupils)  
**To help ensure gaps are closed and children achieve ARE expectations.**

**Targeted pupils (all eligible pupils/group/individual):**

**All eligible pupils across the school.**

**Provision:** To provide additional support in the classroom and also in pre-teaching in order to support teaching and learning-extended TA contracts.

**Outcomes to date:**

#### SUMMER TERM 2017 DATA TEACHER ASSESSMENT AND Y6 TEST DATA

#### STANDARDS

**JUNE 2017 PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 GIRL AND 2 BOYS	33%	33%	33%

Y2	2 GIRLS	50%	0%	50%
Y3	1 BOY AND 2 GIRLS	67%	67%	67%
Y4	2 BOYS AND 2 GIRLS now	50%	50%	75%
Y5	7 BOYS	71%	43%	57%
Y6 TEST DATA	3 BOYS AND 2 GIRLS	60%	80%	80%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 BOYS	0%	0%	0%
Y2	1 BOY 3 GIRLS	75%	75%	75%
Y3	2 GIRLS	50%	50%	50%
Y4	3 GIRLS 2 BOYS	80%	80%	100%
Y5	1 BOY	100%	100%	100%
Y6 TEST DATA	2 BOYS 1 GIRL	67%	33%	33%

**LAC**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y6 TEST DATA	1 GIRL	0%	100%	100%

**PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016****PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	1 GIRL AND 2 BOYS	33%	0%	33%	0%	0%	0%
2	2 GIRLS	50%	0%	0%	0%	100%	50%
3	1 BOY AND 2	67%	67%	67%	67%	67%	67%

	GIRLS						
4	2 BOYS AND 2 GIRLS now	100%	25%	100%	50%	75%	0%
5	7 BOYS	86%	29%	71%	14%	71%	0%
6	3 BOYS AND 2 GIRLS	100%	60%	100%	40%	100%	60%

**NON PUPIL PREMIUM**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	2 BOYS	0%	0%	50%	0%	50%	0%
2	1 BOY 3 GIRLS	50%	0%	75%	0%	100%	75%
3	2 GIRLS	50%	50%	50%	50%	100%	50%
4	3 GIRLS 2 BOYS	60%	0%	60%	0%	100%	0%
5	1 BOY	100%	0%	100%	0%	100%	0%



6	2 BOYS 1 GIRL	100%	67%	100%	67%	100%	100%
---	---------------	------	-----	------	-----	------	------

**LAC /Post adopted from care CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y6	1 GIRL	0%	0%	100%	0%	100%	0%

## Summer 2016 data

**JUNE 2016 SKIPSEA RESULTS RE STANDARDS FOR WHOLE COHORTS AND DIFFERENT GROUPS FOR THIS TIME IN THE SCHOOL YEAR**

**FS2 JUNE 2016 DATA-5 CHILDREN IN COHORT**

END OF EYFS SKIPSEA DATA 2016 % OF PUPILS AT EXPECTED LEVEL OR ABOVE

AREA OF LEARNING	ALL PUPILS (5 PUPILS)	BOYS (4 PUPILS)	GIRLS (1 PUPIL)
PSED	100%	100%	100%
PD	100%	100%	100%
C & L	100%	100%	100%
PRIME AREAS SUMMARY	100%	100%	100%

LITERACY	80%	75%	100%
MATHS	80%	75%	100%
UNDERSTANDING THE WORLD	100%	100%	100%
EXPRESSIVE ARTS AND DESIGN	100%	100%	100%
SPECIFIC AREAS SUMMARY	80%	75%	100%
ALL AREAS OF LEARNING SUMMARY	80%	75%	100%
GOOD LEVEL OF DEVELOPMENT	80%	75%	100%

The information that follows shows the % of children in the particular group in each cohort that are at the expected standard or above re end of year expectations.

This is arrived at using teacher assessment re Basic, Advanced and Deep for Milestones for Reading and Writing and teacher assessment re Steps for Maths. As can be seen below, cohort size and group size is often very small.

#### WHOLE COHORTS

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	5 GIRLS AND 1 BOY	100%	100%	0%
Y2	4 GIRLS AND 2 BOYS	50%	50%	50%
Y3	4 BOYS AND 4 GIRLS	75%	75%	87.5%

Y4	8 BOYS	75%	75%	62.5%
Y5	4 BOYS AND 4 GIRLS	62.5%	62.5%	37.5%
Y6 test data	7 BOYS AND 4 GIRLS	36%	55%	64%

**PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN/LAC)**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 GIRLS	100%	100%	0%
Y2	2 BOYS AND 2 GIRLS	50%	50%	50%
Y3	2 BOYS AND 1 GIRL	33%	33%	67%
Y4	7 BOYS	71%	71%	57%
Y5	2 BOYS AND 3 GIRLS	80%	80%	40%
Y6 TEST DATA	1 GIRL AND 1 BOY	0%	100%	50%

**LAC CHILDREN**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y5	1 GIRL	100%	100%	100%

**PROGRESS INFORMATION SUMMER 2016****PUPIL PREMIUM**

**FS2 3 pupils (2 boys and 1 girl) All made at least typical progress from on entry data.**

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the new system.

On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

**WHOLE COHORTS**

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	6	+2	+2	+2.17

3	7 (EXC rt)	+2	+2.71	+2.21
4	8	+0.625	+1.125	+0.75
5	8	+0.625	+0.938	+1.125

#### PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	4	+1.75	+1.75	+1.875
3	3	+3	+3.67	+2.5
4	7	+0.71	+1	+0.71
5	5	+0.6	+1.2	+1.3

#### LAC

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
5	1	+0	+1	+1

**Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews**

**HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.**

**Governor meeting looking at data re standards and progress leads to focused monitoring.**

**Cost:£11,686**

**30.9% of total PPG expenditure**

*Schools receive additional funding for any pupils who have been eligible for free school meals during the last six years; pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as the Pupil Premium Grant (PPG).*

- The date of the next review of the school's pupil premium strategy is: Summer 2018

