



PUPIL PREMIUM

POLICY

2015 - 2016

The following is a summary of the purpose of the Pupil Premium:

- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the children who need it most.
- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM child is spent, since they are best placed to assess what additional provision should be made for the individual children within their responsibility.
- For pupils from low-income families in non-mainstream settings, it is for the local authority to decide how to allocate the Pupil Premium. For instance it could be allocated to the setting where they are being educated, or held by the local authority to spend specifically on additional educational support to raise the standard of attainment for these pupils.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures are included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, schools were also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- The DfE has also said that it will provide schools with information about strategies and interventions which can improve the progress and attainment of pupils from poorer backgrounds.

Allocation:

- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.
- In the 2015 – 2016 school year, £1,320 was received for each child in Reception Year to Year 6.
- The following pages present how our Pupil Premium funding was allocated and the impact upon our children.

PUPIL PREMIUM

2015 – 2016

£135,000

- Additional member of support staff employed 20 hours to support intervention and develop key worker role within EYFS Reception Class setting

£12,836.00

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£12,836.00

- Additional member of teaching staff 0.4 (2 days) to support intervention within Year 6 for the Spring and Summer Term.

£18,071.00

- One to One tuition within Year 2 and Year 6 from January – May for all children for a 10 week programme with a focus upon reading, writing and numeracy

£4,250

- Additional training for new staff members - Read, Write, Inc. Intervention

£500.00

- Additional Read, Write, Inc. resources

£1,500.00

- Breakfast Club support funding (Extended School Day)
Three staff members employed 1 hr. each day, term time only

£3,600.00

- Day Care supported funding for our after school Ofsted registered Day Care provision

£6,400

- Enhanced educational visits supporting learning across all year groups

£4,450.00

- Children's Curriculum weeks promoted each half term with access to additional first hand resources / school educational visits

£5,750.00

- I.C.T. Resources updated – Year 4 replaced I.C.T. infrastructure

£3,600.00

- Relocation of Year 4 classroom due to increase in pupil numbers with additional classroom furniture, decoration & carpets.

£5,700

- Adaptations to Year 2 classroom to accommodate increased numbers and provide an increase from 37m² to 78m² which can facilitate further in class intervention

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£7,800.00

- Adaptations to Year 3 classroom to accommodate increased numbers and provide an increase from 37m² to 78m² which can facilitate further in class intervention

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£7,800.00

- Enhanced EYFS outdoor learning with Garden Room constructed and water feature installed

£7,200

- Data package to support analysis of outcomes

£1,670

- Assessment package to support year group teacher assessment

£2,400

- Pre School (E.Y.F.S.) supported funding to allow our full E.Y.F.S. setting to be accessed each day
- £26,900.00

£133,263 Pupil Premium Spend 2015 – 2016

PUPIL PREMIUM

2015 – 2016

£135,000

IMPACT

EYFS NUMERACY

FSP % achieving at least Expected Standard:		SCHOOL					NATIONAL				
		All	Boys	Girls	FSM	Not FSM	All	Boys	Girls	FSM	Not FSM
2014	Cohort	<u>30</u>	<u>14</u>	<u>16</u>	<u>7</u>	<u>23</u>	-	-	-	-	-
	NUM	<u>73.3%</u>	<u>78.6%</u>	<u>68.8%</u>	<u>42.9%</u>	<u>82.6%</u>	<u>74%</u>	<u>71%</u>	<u>78%</u>	<u>60%</u>	<u>77%</u>
	S. S&M	<u>60%</u>	<u>64.3%</u>	<u>56.3%</u>	<u>28.6%</u>	<u>69.6%</u>	<u>79%</u>	<u>75%</u>	<u>82%</u>	<u>65%</u>	<u>82%</u>

2015	Cohort	<u>30</u>	<u>14</u>	<u>16</u>	<u>9</u>	<u>21</u>	-	-	-	-	-
	NUM	<u>73.3%</u>	<u>78.6%</u>	<u>68.8%</u>	<u>44.4%</u>	<u>85.7%</u>	<u>77%</u>	<u>74%</u>	<u>81%</u>	<u>64%</u>	<u>80%</u>
	S. S&M	<u>73.3%</u>	<u>78.6%</u>	<u>68.8%</u>	<u>44.4%</u>	<u>85.7%</u>	<u>81%</u>	<u>77%</u>	<u>85%</u>	<u>68%</u>	<u>83%</u>

2016	Cohort	<u>29</u>	<u>15</u>	<u>14</u>	<u>3</u>	<u>26</u>	-	-	-	-	-
	NUM	<u>79.3%</u>	<u>86.7%</u>	<u>71.4%</u>	<u>66.7%</u>	<u>80.8%</u>	-	-	-	-	-
	S. S&M	<u>79.3%</u>	<u>86.7%</u>	<u>71.4%</u>	<u>66.7%</u>	<u>80.8%</u>	-	-	-	-	-

- The % of All, Boys, Girls and FSM groups achieving at least expected standard increased in Numbers and Shape, Space and Measures year on year over the three years.
- Boys and Not FSM above National in Numbers and Shape, Space and Measures in 2015 but all other groups are below National.

K.S.1 NUMERACY

	SCHOOL 2016							NATIONAL 2016						
	All	Boys	Girls	FSM	Not FSM	SEN	No SEN	All	Boys	Girls	FSM	Not FSM	SEN	No SEN
Cohort	<u>30</u>	<u>14</u>	<u>16</u>	<u>8</u>	<u>22</u>	<u>6</u>	<u>24</u>	-	-	-	-	-	-	-
% Exp+	<u>80.0</u>	<u>78.6</u>	<u>81.3</u>	<u>62.5</u>	<u>86.4</u>	<u>16.7</u>	<u>95.8</u>	<u>73</u>	<u>72</u>	<u>74</u>	-	-	<u>33</u>	<u>80</u>
% GD	<u>26.7</u>	<u>14.3</u>	<u>37.5</u>	<u>12.5</u>	<u>31.8</u>	<u>16.7</u>	<u>29.2</u>	<u>18</u>	<u>19</u>	<u>16</u>	-	-	<u>4</u>	<u>20</u>

- % All, Boys, Girls and No SEN groups achieving at least Expected is above National.
- % All, Girls, SEN and No SEN groups achieving Greater Depth is above National.
- Girls performing better than Boys (+2.7% at Expected, +23.2% at Greater Depth).
- No SEN performing better than SEN (+79.1% at Expected, +12.5% at Greater Depth).

K.S.2 NUMERACY

	SCHOOL 2016							NATIONAL 2016						
	All	Boys	Girls	FSM	Not FSM	SEN	No SEN	All	Boys	Girls	FSM	Not FSM	SEN	No SEN
Cohort	29	10	19	16	13	5	23	-	-	-	-	-	-	-
% AS+	79.3	70.0	84.2	68.8	92.3	20.0	95.7	70	70	70	-	-	-	-
% HS	27.6	30.0	26.3	18.8	38.5	0.0	34.8	17	18	15	-	-	-	-

- Girls achieving Scaled Score of at least 100 is above Boys (+14.2%) but Boys at Greater Depth above Girls (+3.7%).
- No SEN above SEN at Expected (+75.7%) and at Greater Depth (+34.8%).
- % All and Girls achieving Scaled Score of at least 100 is above National (All: +9.3%, Girls: +14.2%)
- % Boys achieving Scaled Score of at least 100 equals National.
- % All, Boys and Girls groups achieving a “high” scaled score is above National (All: +10.6%, Boys: +12%, Girls: +11.3%)

EYFS LITERACY

	2014		2015		2016	
	PP	Not PP	PP	Not PP	PP	Not PP
Reading	42.9	78.3	33.3	90.5	66.7	80.8
Writing	28.6	73.9	33.3	90.5	66.7	80.8

The gaps between PP and non-PP have significantly decreased, especially in the last year, and will almost certainly be above the national average (last year: 61% in reading and 56% in writing). It is worth noting that numbers of children eligible for the Pupil Premium in Reception are falling year-on-year, from 7 children in 2014 to 3 in 2016. As a result, these children count for a much larger percentage share.

	2014		2015		2016	
	PP	Not PP	PP	Not PP	PP	Not PP
Cohort	17	16	7	23	11	19
Met Standard	70.6	81.3	71.4	95.7	54.5	94.7
National	63	78	66	80	-	-

There is a widening gap in attainment between PP and non-PP children, rising from 10.7% in 2014 to 40.2% in 2016. However, it is worth noting that over half of children in Year 1 who were eligible for Pupil Premium were also on the SEND register (55%), and that numbers of PP children in Year 1 have fallen from 52% in 2014 to 37% in 2016, meaning that each child counts for a greater percentage share. Given that only 13% of the current Year 1 cohort are eligible for Pupil Premium, they need to be a key priority for the coming year.

K.S.1 LITERACY

		School							National		
		All	Boys	Girls	Pupil Premium	Not Pupil Premium	SEN	Not SEN	All	Boys	Girls
Cohort		30	14	16	8	22	6	24	-	-	-
Reading	% Exp+	80.0	78.6	81.3	50.0	90.9	16.7	95.8	74	70	78
	% GD	20.0	7.1	31.3	12.5	22.7	0	25.0	24	20	27
Writing	% Exp+	73.3	71.4	75.0	50.0	81.8	16.7	87.5	65	59	73
	% GD	20.0	7.1	31.3	12.5	22.7	0	25.0	13	10	17
Maths	% Exp+	80.0	78.6	81.3	62.5	86.4	16.7	95.8	73	72	74
	% GD	26.7	14.3	37.5	12.5	31.8	16.7	29.2	18	19	16

Children eligible for the Pupil Premium made up a small percentage of the cohort (27%), but their results were significantly lower than non-PP children (by 40.9%); this conforms to the trend in the Year 1 Phonics, further emphasising the need to carefully track and monitor this group across all year groups this year. However, it should be noted that almost half of that group are on the SEN register, and six have joined King Street since the start of Reception.

In Writing, children in Year 2 were significantly above the national average of 65% working at expected levels, and of 13% working at GD. These levels were further supported by a KS1 monitoring visit. Writing emerges as a key strength within this cohort, with both boys and girls performing above the national average. There is a slightly smaller gap between Pupil Premium and non-PP children (-31.8%) in writing, which has also significantly closed the gap of 45.3% in writing at the end of EYFS.

K.S.2 LITERACY

KS1 – KS2 Value Added		School						
		All	Boys	Girls	Pupil Premium	Not Pupil Premium	Type K SEN	Not SEN
Cohort		29	10	19	16	13	5	23
Reading	Avg VA	+1.7	+3.0	+1.0	+2.7	+0.5	+5.3	+1.2
Writing	Avg VA	+1.8	-0.7	+3.1	+0.3	+3.7	-9.3	+4.5

This progress measure was newly introduced this year, as part of assessment without levels. The government state that a progress measure of between -4.0 and 4.0 will be measured as 'expected', and will be considered sufficient (as 2 levels of progress was under the former system). Given this, it can be presumed that any measure above 0 will be above average, and thus progress in reading and writing is good. Girls' and boys' progress measures are reversed in reading and writing, and there is no clear pattern (other than looking at testing strategies – writing is teacher assessed, and based on the child's work over the year). This is also the same with Pupil Premium children compared to non-PP. The writing progress of children on the SEND register needs to be a key area of focus, and can be partly explained by the heightened expectations of the new curriculum (in which a level 4C would be roughly equivalent to writing expected in Years 4 and 5).