

Pupil Premium Plan Statement 2015-16 Evaluation

Background

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools decide how the Pupil Premium, allocated to schools per FSM pupil, is spent. The Government believes that schools are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

This document outlines how the Governing Body has planned to spend Pupil Premium income from 1st April 2015 to 31st March 2016. A separate Pupil Premium Impact Statement is published during the Autumn Term 2016.

The 2015/16 rate of funding is £1300 per pupil from low income families and £1900 per child who is 'looked after' or who was adopted from care. Number of pupils and pupil premium grant (PPG) received

Total Number of pupils on roll	224
Total number of pupils eligible for PPG	123
Total amount of PPG received	£159720
Objectives of spending PPG:	
To narrow the achievement gap between children who receive the pupil premium grant and those who do not.	

Total Income					Outcomes
Activity	Rationale	Objectives	Target year gp Pupils	Cost	
DH for teaching and learning and assessment 1 day	<p>Team teaching and planning with Early years teachers and TAs.</p> <p>Providing model lessons and opportunities to share good practice.</p> <p>Planned lesson studies for pupils at risk of not meeting end of year expected expectations</p> <p>Provide CPD that is personalised to meet the school improvement plan Early Years objectives.</p>	<p>Develop a learning culture that empowers staff to carefully plan lessons that will have a positive impact on all pupils.</p> <p>Target pupils so that a high proportion of pupils achieve the GLD and the Prime Areas.</p>	N-R	£12413	<p>15 pupils</p> <p>PP Working at expected or above combined all aspects = 87%</p> <p>GLD aspects=87%</p> <p>Progress: 6 steps of more CLL:80%</p> <p>PD:80%</p> <p>PSED:93%</p> <p>Lit:87%</p> <p>Maths:80%</p>

	<p>Ensure that there is consistency between the early years.</p> <p>Targeted support for groups of pupils.</p>				
<p>AHT Teaching and learning and impact of the curriculum</p> <p>2 days</p>	<p>Team teaching and planning with teachers and TAs.</p> <p>Providing model lessons and opportunities to share good practice.</p> <p>Planned lesson studies for pupils at risk of not meeting end of year expected expectations</p> <p>Provide CPD that is personalised to meet the school improvement plan objectives.</p> <p>Ensure that there is consistency between year groups and across the school.</p>	<p>Develop a learning culture that empowers staff to carefully plan lessons that will have a positive impact on all pupils.</p> <p>Improve attainment for the lower achievers and those from the low socio-economic backgrounds.</p>	Y1-Y6	£22093	<p>NQT all successfully completed NQT year. 4/4 NQTs</p> <p>Y3 9/17 53% achieved expected outcomes</p> <p>Y4: 67%(6/9) expected outcomes</p>
<p>AHT Inclusion</p> <p>2 days</p>	<p>Team teaching and planning with teachers and TAs.</p> <p>Providing model lessons and opportunities to share good practice.</p>	<p>Improve attainment for the lower achievers and those from the low socio-economic backgrounds.</p>		£22093	<p>SEN + PP pupils: Targeted outcomes</p> <p>Progress Y6 1/1 pupils: 4 pts progress</p> <p>Progress Y5 2/2 pupils 6 pts progress</p>
<p>AHT Teaching and learning and impact of the curriculum</p> <p>2hrs a day</p>	<p>Targeted interventions for rapid improvement in outcomes in reading, writing and maths</p>	<p>Delivering 1:1 coaching sessions.</p> <p>Delivering small group targeted support.</p>	Y6	£2639	<p>Y6: Reading 45% (7/15)</p> <p>Writing: Expected 73%(11/15)</p> <p>Exceeding 13%(2/15)</p> <p>Maths : Expected:87% (13/15)</p>
<p>AHT Teaching and learning and impact of the curriculum</p> <p>2hrs a day</p>	<p>Targeted interventions for rapid improvement in outcomes in reading, writing and maths</p>	<p>Delivering 1:1 coaching sessions.</p> <p>Delivering small group targeted support.</p>	Y2	£2639	<p>12 PP pupils</p> <p>100% RWM: 5 pts progress</p> <p>6 pts progress: Reading:75% (9/12)</p> <p>Writing:83% (10/12)</p> <p>Maths: 92% (11/11)</p>
<p>Home school Liaison Officer</p>	<p>Provide emotional and learning support to reduce barriers to learning</p> <p>Develop links with families of pupils at the risk of</p>	<p>To reduce frequency of behaviour incidents which reduce learning of target children and the wider</p>	Targeted pupils	£29776	<p>Over the year the behaviour incidents in the school have drastically reduced and there are low numbers of high levels incidents recorded.</p> <p>Quote from visitors: 'This is a lovely calm and purposeful school.'</p> <p>Quote child A: 'I'm happier in school now, and pupils I used to fight with are now my friends. If I get</p>

	underachievement, low attendance and exclusions	<p>school community</p> <p>Increased classroom participation of target children in lessons</p> <p>Greater participation in school of the families of target children</p> <p>Target children to make expected expectations at the end of the year.</p>			<p>angry, I speak to an adult and they help me to calm down.'</p> <p>Child B: 'I am grateful that I am have a great education.'</p> <p>Parent 1: 'My child is and is able to know what to do to calm down.'</p> <p>Quote from professionals working with the home school liaison officer:</p> <p>Attendance:</p> <p>School has placed a robust and rigorous system in place to improve attendance. Attendance: 2012: 93.8% / 2013:93.6%/ 2014: 95% 2015 : 96.2 %. 2016: 95.4%</p> <p>School has meet target of 96%</p>																																
3 HLTAs 0.5 Maths Reading Writing	Enable class sizes of between 12 to 20 children for teaching of maths, reading and writing, facilitating regular, high-quality, focused and targeted feedback	<p>Class size reduction (smaller than about 20)</p> <p>Improvements in attainment will be identified</p> <p>Accelerated progress</p> <p>Improvements on behaviour and attitudes</p>	Years 2, 5 and Y6	£47133	<table border="1"> <thead> <tr> <th>Attainment</th> <th>Expected Y2</th> <th>Expected Y5</th> <th>Expected Y6 TA</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67% (8/12)</td> <td>81% (13/16)</td> <td>47% (7/15)</td> </tr> <tr> <td>Writing</td> <td>67% (8/12)</td> <td>81% (13/16)</td> <td>80% (12/15)</td> </tr> <tr> <td>Maths</td> <td>75% (9/11)</td> <td>69% (11/16)</td> <td>87% (13/15)</td> </tr> </tbody> </table> <p>All pupils made good progress from their starting points.</p> <table border="1"> <thead> <tr> <th>Progress</th> <th>6pt+ Y2</th> <th>6pt+ Y5</th> <th>6pt+ Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75% (9/12)</td> <td>86% (14/16)</td> <td>80% (12/15)</td> </tr> <tr> <td>Writing</td> <td>83% (10/12)</td> <td>81% (13/16)</td> <td>73% (11/15)</td> </tr> <tr> <td>Maths</td> <td>92% (11/11)</td> <td>94% (15/16)</td> <td>73% (11/15)</td> </tr> </tbody> </table>	Attainment	Expected Y2	Expected Y5	Expected Y6 TA	Reading	67% (8/12)	81% (13/16)	47% (7/15)	Writing	67% (8/12)	81% (13/16)	80% (12/15)	Maths	75% (9/11)	69% (11/16)	87% (13/15)	Progress	6pt+ Y2	6pt+ Y5	6pt+ Y6	Reading	75% (9/12)	86% (14/16)	80% (12/15)	Writing	83% (10/12)	81% (13/16)	73% (11/15)	Maths	92% (11/11)	94% (15/16)	73% (11/15)
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TA support 2 hours Maths / English specialist	Maths / English specialist TA supporting	Identified children to make good progress	Y2	£1385	<table border="1"> <thead> <tr> <th>6 pupils targeted PP - HA</th> <th>Progress 6pts+ Y2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100% (6/6)</td> </tr> <tr> <td>Maths</td> <td>100% (6/6)</td> </tr> </tbody> </table> <p>All 6 pupils made outstanding progress from their starting points.</p>	6 pupils targeted PP - HA	Progress 6pts+ Y2	Reading	100% (6/6)	Maths	100% (6/6)																										
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Closing the Gap teacher SB 0.5				£12285	<p>All pupils targeted by closing the gap teacher made outstanding progress. Some closed their learning gaps rapidly and meet their KPIs.</p>																																

HLTAs X2 2hrs	Booster classes for Pupil Premium children before/after school	Identified children to make good progress	Year 6	£2770	<table border="1"> <thead> <tr> <th>7 targeted PP pupils</th> <th>Attainment Expected Y6</th> <th>Progress 6pts+ Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%(2/7)</td> <td>100%(7/7)</td> </tr> <tr> <td>Maths</td> <td>86% (6/7)</td> <td>71% (5/7)</td> </tr> </tbody> </table> <p>All targeted pupils made significant progress in reading and in maths a good proportion of children made good progress,</p>	7 targeted PP pupils	Attainment Expected Y6	Progress 6pts+ Y6	Reading	29%(2/7)	100%(7/7)	Maths	86% (6/7)	71% (5/7)
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Digismart Y5	Targeted Intervention for pupils to achieve expected outcomes at the end of Year 5	Delivering small group interventions	Year 5	£8764	<table border="1"> <thead> <tr> <th></th> <th>Attainment Expected Y5</th> <th>Progress 6pts+ Y5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>81% (13/16)</td> <td>86% (14/16)</td> </tr> </tbody> </table> <p>All pupils that made good progress and attainment through a targeted reading program.</p>		Attainment Expected Y5	Progress 6pts+ Y5	Reading	81% (13/16)	86% (14/16)			
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Reading	81% (13/16)	86% (14/16)												
Catch-up Reading 3 Beanstalk volunteers	Enable children to develop a love of reading as part of lifelong learning	Develop comprehension and fluency skills Children will double their rate of progress (in months)	Year 1 to year 6 Highest priority need for children who are below age related expectations (At risk group)	£1220	<p>All 6 pupils made 6 pts progress.</p> <p>Quote: 'I didn't like reading before. Now I love it.'</p> <p>Quote: 'I don't mind missing some of my lunchtime to read because we have fun.'</p> <p>Quote: 'I am getting better at reading because I want to do well in my SATs.'</p>									
Funding for Mind up and Values Education 3 Supply cover for training and coaching sessions	School level approaches to developing a positive school ethos and improving discipline, which also aims to support greater engagement in learning.	Build on resilience and risk taking in pupils so that all children Make progress and are engaged fully in their learning	All PP are able to self regulate.	£690	<p>Mind up programme – A decline in the number of high level behaviour incidents,</p> <p>Exclusion: 15 exclusions in 2014-15 4 exclusions 2015-16 73% reduction in the exclusion rate.</p> <p>Number of bullying incidents reported remained the same for the past two years at 5 incidents. All 5 incidents conclude that these were the first incidents and that the pupils were being monitored.</p> <p>Attendance: 2012: 93.8% / 2013:93.6%/ 2014: 95% 2015 : 96.2 %. 2016: 95.4%</p> <p>School has meet target of 96%.</p> <p>Parent quote: 'Mind up helps you to take care of your brain.'</p> <p>Child A: 'Mind up has helped me to calm down and take a brain break when I am faced with challenges.'</p> <p>Teacher A: ' Mind up has helped me to be optimistic and think positively.'</p>									
Clinical Psychologist	Support pupils to reduce behaviour issues Increase attendance and punctuality	Improve end of year outcomes for targeted pupils.	Targeted pupils	£500	<p>All targeted pupils made 6pts progress in reading writing and maths,</p> <p>Parent Quote: That the children enjoy coming to school and feel their voice is being heard.</p>									

	<p>Positive relationships with families</p> <p>In house support for AHT Inclusion and Home School Liaison Officer</p>				<p>Parent Quote: My child wants to learn because not because he has to but because he wants to/'</p> <p>Child A: I used to hate coming to school because I couldn't control my anger. When I someone did something to upset me all I wanted to do was fight but now I find a space and calm down. I find Teacher X and then I know everything will be resolved.</p>
Speech and Language Therapist	Support children across the school with an emphasis & taking a lead on coaching support staff in the area of speech, language and communication	Improve outcomes in CLL at the end of the year.	<p>Pupils will reach their speech and language targets</p> <p>Support Staff will be confident at delivering the SALT programme</p> <p>Teachers will have a communication friendly classroom which enables pupils to achieve well.</p>	£1000	All targeted pupils meet their SALT targets.
			<p>TOTAL (PROPOSED)</p> <p>PUPIL PREMIUM FUNDING</p> <p>PREDICTED OVERSPEND</p>	<p>£167400</p> <p>£159720</p> <p>£7680</p>	