

Overview of the Pupil Premium Grant 2015-16

Total number of pupils on role	140
Total number of pupils eligible for PPG March 2015 – April 2016	18 + 1 L.A.C
Amount of PPG received per pupil	£1,320.00
PPG allocation for April 2015 – March 2016	£25,660.00

Focus of PPG Spending Sept 2015 – July 2016	Aim
Maths / English toolkit equipment Numicon resources in year 4 Training for teachers and Ta's Monitoring of effectiveness and impact on pupils – SENCO, pupil questionnaires,	To provide resources needed so that all pupils are able to access the curriculum independently
Funding places on schools trips West Malvern, transport costs for swimming lessons, other trips, after school clubs and curriculum enrichment activities	To enhance the curriculum, to ensure that all children are able to participate and to give the children an opportunity to experience new and challenging activities
Teaching Assistant support in class	To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school To support with additional 1 – 1 reading To support with homework
Funding club/ Music tuition activities	To ensure pupils are able to participate and to give all children the opportunity to experience new and challenging activities
Rapid Phonics and Precision teaching Implementation and resourcing of intervention programme TA training Monitoring of effectiveness of intervention and impact on pupils – SENCO release time	To ensure that all pupils reach at least the required standard in phonics
Better reading TA led intervention programme Monitoring of effectiveness of intervention and impact on pupils – SENCO release time	To ensure that all pupils are reading at age related expectations
First class @ number TA led intervention programme Monitoring of effectiveness of intervention and impact on pupils – SENCO release time	To ensure that all Year 2 pupils are at age related expectations in mathematics
SENCO ½ termly pupil progress meetings	To ensure that all interventions delivered are of high quality and impact pupils learning To ensure that school monitoring and tracking systems are highly effective.

Impact of Pupil Premium Grant:

Pupil participation

All pupil premium children attended the residential visit to West Malvern and gained in confidence, worked successfully as part of a team and behaved really well. They had a fantastic time and were a credit to themselves and the school.

Music tuition and after school clubs

Three children, who have never previously attended after school clubs, joined dance club and thoroughly enjoyed the experience, building stronger relationships with their peers and showing poise and confidence when performing. One pupil gave a drumming solo at the parent assembly and this positively contributed to his self-esteem in class.

Nurture Support

Identified pupils received 1-1 support with friendship and behavioural concerns e.g use of social comic strips, lunchtime play activities and this resulted in improved attendance.

Reading

Daily individual reading was implemented for six pupils who do not receive support from home and this improved reading enjoyment, fluency and comprehension.

Breakfast club

Breakfast club has been used to support children who do not have breakfast, which improved concentration in class.

Analysis of data for 2015 2016

Y2 SATS :

Cohort size: 18 pupils

Reading	%WTS 71% (LA 73%)	WA 29% GDS (LA 27%)
Writing	% WTS 71% (LA 61%)	WA 12% GDS (LA 13%)
Maths	% WTS 71% (LA 70%)	WA 12% GDS (LA 18%)
School	combined RWM-71%	(LA 57%)

Y2 sat Pupil premium and Ever 6

Cohort size 3 pupils

Reading	% WTS	67%	WA 0%
Writing	%WTS	67%	WA 0%
Maths	%WTS	67%	WA 33%

Y2 Pupil Premium and Ever 6 Progress

Y2 Reading, writing and maths 67% pupils made good or better progress

Y4 School leavers data

- Cohort size 36

Progress of Y4 pupils 2016 from entry to KS2 to end of Y4

Y4 Reading	pupils making good and above progress:	100%
Y4 Writing	pupils making good and above progress:	97%
Y4 Maths	pupils making good and above progress:	97%

Pupil Premium and Ever 6

Cohort 6 pupils

Y4 Reading pupils made good and above progress 100%

Y4 Writing	pupils made good and above progress	67%
Y4 Maths	pupils made good and above progress	67%

INCAS

The school has used the Durham University INACS tests for the previous 3 years to monitor pupil progress. These tests are carried out online and are externally marked.

The outcome for these test for our Y4 2016 were as follows:

Reading	92% pupils at standardised score
General Maths	92% pupils at standardised score
Mental Maths	86% pupils at standardised score

Y4 pupil premium

Reading	83% pupils at standardised score
General maths	100% pupils at standardised score
Mental Maths	50% pupils at standardised score

Reception

Pupil premium 1 pupil

Did not achieve GLD however made accelerated progress in reading, writing and maths

Year 1

Pupil Premium 3 pupils

Y1 Reading ARE	33%	Good and better progress	100%
Y1 Writing ARE	33%	Good and better progress	100%
Y1 Maths ARE	100%	Good and better progress	100%

Year 3

Pupil Premium 5 pupils

Y3 Reading ARE	60%	Good and better progress	80%
Y3 Writing ARE	60%	Good and better progress	60%
Y3 Maths ARE	60%	Good and better progress	80%

Interventions

All intervention programmes have a baseline and end of unit assessments and individual records are completed for each child.

Conclusion and Next Steps

For 2015 our school has 12 % of pupil premium children which is low compared to the national average of 26% and, with relatively small numbers of pupils, data is variable from year group to year group and over time. However we know each individual child really well and ensure that they are all fully supported both educationally and emotionally to make good or better progress over time and to narrow the attainment gap with other pupils. We have high aspirations for these pupils and want to enhance their potential through a rich and varied curriculum including opportunities for extra-curricular activities.

Next Steps

Across the school assessment data for writing, evaluation of pupil work and pupil feedback shows a very positive impact for Talk 4 Writing, in the quality, creative and enjoyment in writing. Pupil premium children have historically been 'reluctant writers', which is no longer the case. However this group have greater difficulty with spelling, grammar, punctuation and handwriting and this is in the School Development Plan for 2016-2017.

In maths, analysis of data and pupil work indicates that pupil premium children have more difficulty with mathematical fluency and this will be addressed as part of the specific targeted intervention programme.

Expenditure Breakdown

PPG allocation for April 2015 – March 2016	£25,660.00
--	------------

