

## The Pupil Premium 2015-16

### **What is it?**

*The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that are in care or adopted and children whose parents are currently serving in the armed forces.*

### **Why has it been introduced?**

*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 disadvantaged children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium and the impact it is having.*

For the academic year September **2014 to July 2015** our school received **£42,713** of Pupil Premium funding. For the financial year **April 2015 to March 2016** our school has received **£44,900**. The percentage of our pupils known to be eligible for free school meals is: **11%** The national percentage is **26% (Primary)**

### **During 2014- 2015 we used the Pupil Premium in the following ways:**

- Extend the hours of our Learning Mentor so she has more time to spend on supporting vulnerable pupils and improving their outcomes
- Small group tuition
- Extra tuition - school booster sessions
- Targeted TA support in specific year groups
- Support for children to go on residential visits
- Fund an action research project – Lesson Study
- To provide resources to support learning in and out of school, e.g. the 'Lexia' programme

### **This year we plan to use the Pupil Premium as follows:**

- Continue to extend the hours of our Learning Mentor so she has more time to spend on supporting vulnerable pupils and improving their outcomes
- Small group tuition
- Extra tuition - school booster sessions
- Targeted TA support in specific year groups
- Support for children to go on residential visits
- Fund an action research project – Lesson Study
- To provide resources to support learning in and out of school, e.g. the 'Lexia' programme
- To provide non-contact time for curricular and teaching development.

Impact of the Pupil Premium: *(Please delete as appropriate)*

Measure	2014			2015			National 2015	
	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged	Non-Disadvantaged
<b>Key Stage 2:</b>								
L4+ combined (M,R, & W)	67%	92%	-25%	38%	89%	-51%	<b>70</b>	<b>85</b>
L4+ Grammar, punctuation & spelling	100%	92%	+8%	75%	90%	-15%	<b>71</b>	<b>84</b>
L4+ in Reading	100%	96%	+4%	75%	94%	-19%	<b>83</b>	<b>92</b>
L4+ in Maths	71%	98%	-27%	38%	94%	-56%	<b>80</b>	<b>90</b>
L4+ in Writing	86%	98%	-12%	75%	93%	-18%	<b>79</b>	<b>90</b>
L5+ combined (M,R & W)	29%	37%	-12%	0%	35%	-5%	<b>13</b>	<b>29</b>
L5+ in Reading	57%	65%	-8%	25%	65%	-40%	<b>34</b>	<b>55</b>
L5+ in maths	29%	51%	-22%	0%	53%	-53%	<b>28</b>	<b>48</b>
L5+ in Writing	43%	49%	-6%	25%	54%	-29%	<b>22</b>	<b>42</b>
Average point score combined M,R &W	28.9	30.4	-1.5	24.6	30.3	-5.7	<b>27.2</b>	<b>29.5</b>
Average point score in G,P & S	31.3	31.7	-0.4	27.8	31.6	-3.8	<b>27.5</b>	<b>29.9</b>
Average Point Score in Reading	30.4	30.7	-0.3	27	30.6	-3.6	<b>27.6</b>	<b>29.6</b>
Average Point Score in Writing	28.7	29.8	-1.1	26.3	29.9	-3.3	<b>26.6</b>	<b>28.9</b>
Average Point Score in Maths	29.0	30.6	-1.6	22.5	30.3	-7.8	<b>27.3</b>	<b>29.8</b>
Expected progress in Reading	100%	96%	+4%	100 %	91%	+9%	<b>88</b>	<b>92</b>
Expected progress in Maths	71%	98%	-27%	63%	100%	-37%	<b>86</b>	<b>91</b>
Expected progress in Writing	86%	98%	-12%	88%	99%	-11%	<b>92</b>	<b>95</b>
<b>Primary Attendance:</b>								
% sessions missed				4.6%	3%		<b>5.1</b>	<b>3.3</b>
Persistent absence (15% missed)				<1%	1.2%		<b>5.6</b>	<b>1.7</b>

KS2: 2015 unvalidated data, Attendance 2014 validated

**Comments:**

2015 – This year there were just 8 disadvantaged children. Large variances in percentages can arise out of small numbers in the group. For example, the data above shows that 88% of disadvantaged pupils made expected progress in Writing. This percentage appears low when compared to the number of non-disadvantaged pupils making expected progress. In pupil terms, though, 7 out of the 8 children made expected progress. Disadvantaged pupils' progress in Reading and writing was aligned with national rates of progress for disadvantaged pupils: 100% (8 out of 8 pupils) made expected progress in reading. 88% (7 out of 8 pupils). 63% (5 out of 8 pupils) made expected progress in numeracy.

2014 - Disadvantaged pupils' attainment and progress, in nearly every measure this year, is either in line or higher than that of their peers nationally. The percentages in the table above need to be seen in the context of the actual numbers of children in each cohort.