

Analysis of Pupil Premium Money 2014-2015

Financial Year 2014-2015

Number of Pupils - 105

Number on Roll - 171

62% of our children are eligible for pupil premium funding

Total amount: £139,630

Year 6 indicator

Class size = 24 pupils Pupil Premium = 16 pupils 67%	2015 Outcomes for Pupil Premium Children	2015 Outcomes for non-Pupil Premium children
Attainment - Level 4+ in Reading	16 out of 16 100%	7 out of 8 88%
Attainment - Level 4+ in Writing	12 out of 16 75%	6 out of 8 75%
Attainment - Level 4+ in Maths	12 out of 16 75%	6 out of 8 75%
Attainment - Level 4+ in English Grammar, Spelling & Punctuation	10 out of 16 63%	6 out of 8 75%
APS - Reading	28.5	28.5
APS - Writing	26.6	27.0
APS - Maths	26.6	27.3

Achievement - expected progress in Reading	16 out of 16 100%	7 out of 8 88%
Achievement - expected progress in Writing	16 out of 16 100%	8 out of 8 100%
Achievement - expected progress in Maths	13 out of 16 82%	6 out of 8 75%
Attendance		
Persistent absence	0	0
Fixed term exclusion	0	0

Where are the gaps in other year groups?

Year Group	What the data is telling us about attainment and achievement of Pupil Premium pupils in each year group.	
Foundation Stage	15 out of 28 achieved a <i>Good Level of Development</i> 5 out of 9 Pupil Premium children 56% achieved a <i>GLD</i> 10 out of 18 non- Pupil Premium children 56% achieved a <i>GLD</i>	
Year 1 9 out of 22 children are eligible for PP funding - 41%	Phonics 72% of children passed the phonics check. 78% of PP children compared with 62% of the others	
	Reading 64% of PP children made expected progress 73% of non-PP children made expected progress	36% of PP children made better than expected progress 27% of non-PP children made better than expected progress
	Writing 45% of PP children made expected progress 45% of non-PP children made expected progress	45% of PP children made better than expected progress 55% of non-PP children made better than expected progress

	<p>Mathematics 45% of PP children made expected progress 55% of non-PP children made expected progress</p>	<p>0% of PP children made better than expected progress 9% of non-PP children made better than expected progress</p>
<p>Year 2 - 9 out of 24 children are eligible for PP funding - 38%</p>	<p>Phonics 57% of children passed the phonics re-check. 25% of PP children compared with 100% of the others</p>	
	<p>Reading Pupil progress children made 4.7 points progress Non- Pupil progress children made 6.1 points progress A gap of -1.4 points</p>	
	<p>Writing Pupil progress children made 5.8 points progress Non- Pupil progress children made 6.3 points progress A gap of -0.5 points</p>	
	<p>Mathematics Pupil progress children made 4.2 points progress Non- Pupil progress children made 6.1 points progress A gap of -1.9 points</p>	
<p>Year 3 - 15 out of 24 children are eligible for PP funding - 58%</p>	<p>Reading 0% of PP children made expected progress 0% of non-PP children made expected progress</p>	<p>50% of PP children made better than expected progress 64% of non-PP children made better than expected progress</p>
	<p>Writing 21% of PP children made expected progress 0% of non-PP children made expected progress</p>	<p>57% of PP children made better than expected progress 82% of non-PP children made better than expected progress</p>
	<p>Mathematics 14% of PP children made expected progress 18% of non-PP children made expected progress</p>	<p>64% of PP children made better than expected progress 73% of non-PP children made better than expected progress</p>

Year 4 - 11 out of 20 children are eligible for PP funding - 55%	Reading 36% of PP children made expected progress 11% of non-PP children made expected progress	64% of PP children made better than expected progress 89% of non-PP children made better than expected progress
	Writing 9% of PP children made expected progress 22% of non-PP children made expected progress	82% of PP children made better than expected progress 67% of non-PP children made better than expected progress
	Mathematics 18% of PP children made expected progress 56% of non-PP children made expected progress	73% of PP children made better than expected progress 33% of non-PP children made better than expected progress
Year 5 - 15 out of 25 children are eligible for PP funding - 72%	Reading 44% of PP children made expected progress 29% of non-PP children made expected progress	56% of PP children made better than expected progress 57% of non-PP children made better than expected progress
	Writing 44% of PP children made expected progress 29% of non-PP children made expected progress	56% of PP children made better than expected progress 57% of non-PP children made better than expected progress
	Mathematics 44% of PP children made expected progress 29% of non-PP children made expected progress	56% of PP children made better than expected progress 78% of non-PP children made better than expected progress
Children looked after	3 children are CLA.. one child in each year group Y3, Y4 and Y6 Reading 66% of CLA children made expected or better progress Writing 66% of CLA children made expected or better progress Maths 100% of CLA children made expected or better progress	
Service children	We have no service children	

Reflections

What worked well?

The intervention strategies worked well with increased impact in Key Stage 1 and Year 4.
The increased transference of skills identified within the curriculum
The continuing work of the Learning Mentor in changing attitudes to learning and counselling
Children's involvement in their own learning.
Established staffing with support staff well trained to deliver interventions and learning in the classroom
Booster groups by teachers.
Educational support plans - involvement of parent and pupil voice
Subsidised educational / cultural visits.
Small group sessions with class teacher to address immediate gaps in learning that week
Whole school focus on mental maths and basic skills

What didn't work as well?

English Grammar Punctuation and Spelling sessions
Less interventions available for lower key stage 2 especially year 4

What are the priorities for 2015-2016

English Grammar, Punctuation and Spelling is an issue and is a whole school priority
Inclusion Leader analysed data and identified need, staff allocated to specific children
Continue to provide improved training of support staff to develop a team of well trained professionals.
Basic skills and transference to other areas of the curriculum, particularly writing and mathematics
Reflection time to act upon feedback
Parent participation in children's learning
Introduction of on-line home learning tasks to further engage pupils
Maths pre-teach sessions

Planning 2014-2015

Pupil Premium used for	Brief summary of intervention or action	Intended Outcomes	Monitoring and Evaluation	Impact
LSA support in class in the mornings	Support groups of children to enable them to access first class teaching and learning	Children to achieve age related expectations and attain FFT D predictions	<p>Termly analysis of data - <i>Assessment Leader</i></p> <p>Lesson observations and group observations - <i>3x annual - Inclusion Leader</i></p> <p>Pupil Progress meetings - <i>termly following analysis of data - class teacher and SLT</i></p> <p>Work scrutiny - <i>Subject Leaders - termly</i></p>	<p>Full time support enabled identified children to be supported in class during quality-first teaching.</p> <p>Immediate interventions took place.</p> <p>LSAs supported rest of class whilst teachers guided / group work to vulnerable groups.</p>
Direct Phonics	To embed phonics learning - <i>2 groups 3 afternoons per week. - each session ½ hour.</i>	<p>All children in year 2 who did not pass Year 1 phonics test pass in year 2.</p> <p>Children achieve a level 2 in reading at the end of year 2.</p>	<i>Inclusion and Assessment Leaders, termly analysis of data.</i>	<p>Y1 100% of the PP children made good or better progress</p> <p>Y2 75% of the PP children made good or better progress</p>
Speech Therapy	Learning Mentor 3 x weekly at 30 minutes per session. 3 children have been identified	Improvement in speaking and listening assessments impacting on attainment, the gap	Analysis of data.	Speaking and listening assessments showed the gap between these children and rest of class narrowed.

		between these children and rest of class narrowed.		
ALS	Year 4 programme - 1 group 3 afternoons per week to accelerate progress and attainment in both reading and writing -1/2 hour each session	Children to achieve age related expectations.	<i>Inclusion and Assessment Leaders, termly analysis of data.</i> LSA own records.	100% of the PP children made good or better progress
FFT	Year 2 and 3 programme. Two groups 3 afternoons per week to accelerate progress and attainment in both reading and writing -1/2 hour each session	Children to achieve age related expectations.	<i>Inclusion and Assessment Leaders, termly analysis of data.</i> LSA own records.	100% of the PP children made good or better progress
Reciprocal Reading	Year 4. 3 x weekly To increase higher order thinking skills of more able children	Achievement and attainment of these children is more than that of other children in the class.	<i>Inclusion and Assessment Leaders, termly analysis of data.</i> Lesson observations -3x annual	100% of the PP children made good or better progress
1:1 Booster	Upper Key Stage 2 Gaps in learning addressed and progress accelerated.	Children to achieve age related expectations and attain FFT D predictions	Analysis of SATs Termly analysis of data, tracking	Reading programme was very successful 100% PP children achieving Level 4 Maths programme 50% of PP children achieving Level 4 Maths Higher Attainers Level 4/5 Group 75% secured level 5

<p>Subsidised Educational Visits</p>	<p>All visits subsidised for pupil premium children to enable them to access first hand experiences.</p> <p>Promote cultural curiosity, diversity and acceptance</p>	<p>Children to achieve age related expectations and attain FFT D predictions</p> <p>Improve attitudes to learning</p>	<p>Termly analysis of data - <i>Assessment Leader</i></p> <p>Lesson observations and group observations - <i>3x annual - Inclusion Leader</i></p> <p>Pupil Progress meetings - <i>termly following analysis of data - class teacher and SLT</i></p> <p>Work scrutiny - <i>Subject Leaders - termly</i></p> <p>PASS - Learning Mentor</p> <p>Observations by HT and SLT</p>	<p>All children had access to visits to enable them to access first hand experiences.</p> <p>This school core philosophy enabled all children to experience invaluable opportunities - enriching learning, raising self esteem, increasing motivation and appetite for learning and raise levels of achievement in many aspects life and education.</p> <p>Some of the impact cannot be measured empirically but develops the whole child.</p>
<p>Behaviour/Anger Management Group</p>	<p>Fluid groups according to need. Need identified by class teacher or self-referral or by Social Services.</p> <p>3 mornings per week by Learning Mentor.</p>	<p>No learning lost</p>	<p>These children tracked.</p> <p>Weekly meetings between attendance Officer, Inclusion Leader and Learning Mentor to discuss actions and impact, records kept.</p>	<p>Improvement in behaviour and anger issues.</p> <p>Less referrals to SLT team.</p> <p>Children have strategies in place to deal with anger.</p>
<p>FLS</p>	<p>15 week programme for year 5. 3 x weekly $\frac{1}{2}$ hour sessions. To address gaps in reading</p>	<p>Children to achieve age related expectations and attain FFT D predictions</p>	<p><i>Inclusion and Assessment Leaders, termly analysis of data.</i></p> <p>LSA own records.</p>	<p>100% of the PP children made good or better progress</p>

1:1 Reading Programme	Year 1- daily 1 hour with Inclusion Leader To accelerate progress in reading	All children on programme achieve Level 2 at the end of Year 2.	Inclusion Leader and Assessment Leader to analyse data. Records - professional conversation with HT	10 out of 13 children achieved Level 2c+ 77%
Booster Groups	All year groups - 1 hour per week by class teacher	Gaps identified by class teacher during lessons are addressed in order to prevent gaps in learning occurring.	Teachers own analysis Work Scrutiny Analysis of data - termly	Gaps were identified by class teacher during lessons and were addressed in order to prevent gaps in learning occurring. These groups were fluid in nature.
Subsidise Breakfast Club	Ensure all children have a good start to the day and no learning lost through hunger or lateness. - Fluid group	Children to achieve age related expectations and attain FFT D predictions	Children tracked in terms of attendance - <i>weekly by attendance officer and discussed at weekly meetings</i> Analysis of data - termly	Breakfast Club is subsidised to allow all children including PP to have a good start to the day and no learning lost through hunger or lateness. Wake and Shake activities get the brain and body ready for learning.
CPD for new support staff	ELS FLS Direct Phonics	New staff fully trained to deliver intervention strategies.	As other intervention groups	Staff training complete. Interventions being delivered.
Attendance officer	To address lateness and absence, work with EWO and parents to overcome barriers to attendance - daily 45 minutes plus 1 hour meeting weekly	Attendance and lateness are improved and in line with national expectations	LA data Schools own records analysed <i>termly by SLT</i>	School achieved 94.9% for the academic year 2014-2015. This is below the 97% target. Pupil premium 94.1% Others 94.4%