

## Pupil Premium report

### Academic Year 2015 to 2016

This year we have continued to implement strategies and interventions to ensure that children from deprived backgrounds achieve at the same rate as all other children. Attempting to remove barriers to learning; whether pastoral or academic.

This report provides information on the following:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers.

For detailed information regarding the level of PP funding received by our school and the expenditure of the PP budget see the expenditure plan.

<b>Financial Year Commencing April 2016</b>	
Total number of pupils eligible for PPG	171
Amount of PPG received per pupil	£1300
Service Children (3x£300)	£900
Pupil Premium allocation received Financial Year 2015-2016	£226 620

The number of pupil premium children in each cohort

<b>Year Group</b>	<b>% of pupils</b>	<b>Number of children</b>
Reception	32%	20 out of 62
Year 1	26%	12 out of 46
Year 2	48%	21 out of 44
Year 3	53%	32 out of 60
Year 4	39%	12 out of 31
Year 5	42%	10 out of 24
Year 6	59%	19 out of 32

## **Curriculum focus for Pupil Premium expenditure;**

- *Continue to improve outcomes at Key Stage 1 and Key Stage 2 for reading, writing and mathematics.*
- *Analyse of end of year data for Reception, Y1 phonic, Y2 and Y6 show that there are no significant gaps between XPP V PP but as a school our aim is to close the gaps with the national expectations for PP pupils.*
- *Ensure that children in reception are able to lay the foundations that will allow them to be confident in all areas. With an emphasis on reading and phonics and maths.*
- *Improve the percentage of pupils in Year 6 achieving the expected standard for GAP as this was an issue of concern last academic year.*

## **Attainment of pupils**

Early year's percentage of pupil premium achieving GLD has remained the same as last year 52%. In comparison to all pupils 56%, which is a decrease from last year (64%). In this year's cohort the children had very low starting points (evidence gathered from baseline assessments). The use of additional adults in Reception has been a key focus for the school, ensuring that the teaching and learning is focused on vulnerable groups of children.

When evaluating the expenditure against the EEF toolkit (Education Endowment Foundation). Positive actions are the focus on CLL and language approaches 6+, also early numeracy approaches. Parental engagement is also a key area; this is an area that is beginning to develop in the EYFS.

### **Year 1-**

**Phonics:** the percentage of PP achieving the standardised score has decreased – 50%. There was an increase in XPP; 80%. At the end of EYFS 50% achieved reading. There have been significant changes in the number of PP pupils 27 in reception and 16 in Yr1.

### **Year 2:**

End of Key Stage 1 results: reading 65% EXS and 15% GDS, in comparison to 2015 the % achieving 2B+ 65% and 16% GDS, therefore the % has remained a similar picture, although the % achieving the standardised score in phonics 61% there has been a slight increase. Writing, 65% EXS and 0% GDS, in comparison to 2015 62% and 5% GDS, a slight increase in the percentage achieving age related. Maths, EXS 69% and GDS 8% in comparison to 2015 65% EXS and 19% GDS. The percentage achieving GDS in maths has decreased but this was to be expected with the changes made to the expectations set out in the new curriculum.

### **Year 6;**

- End of Key Stage 2: reading EXS 64% GDS 0%, Writing EXS 50% GDS 23% and maths 77% EXS and 0% GDS. In reading and writing the XPP are out performing the PP. Reading there is a gap of 26%, writing 10%. Maths the PP are outperforming the XPP by 7%.

- *Continue to develop the use of key interventions which will target underperformance in reading and mathematics for example, ECAR and ECC.*  
Focused interventions are a key to raising pupil's attainment and progress. With the use of STAT Sheffield and the individual Pupil Premium records, these will continue into next academic year.
- *Continue to raise self-esteem for disadvantaged groups which will impact on pupil outcomes, through developing creative arts in the curriculum.*  
We provide every opportunity possible to support children and parents who attract the funding. Whether this be with support for school trips or involving children in extra- curricular opportunities.

### **Action steps for Academic Year 2016 to 2017**

- Monitoring the impact of the allocation of budget
- Ensuring that children that attract the PP budget are making progress and achieving targets
- Ensuring the GAP continues to narrow between PP and XPP
- Narrow the GAP between PP and xPP achieving standardised score in phonics at the end of year 1.
- Parental engagement
- Increase the amount of visits to feeder nurseries
- Implementing strategies to improve the attendance of PP pupil below 93%
  - Parenting contracts
  - Parenting workshops with PP lead
  - Rewards for good attendance