



# Pupils Premium Analysis 2015/2016

## Number of Pupils and Pupil Premium Grant (PPG) Received

|  |          |
|--|----------|
| <b>Total number of pupils on role</b>          | 471      |
| <b>Total number of pupils eligible for PPG</b> | 159      |
| <b>Amount of PPG received per pupil</b>        | £1,320   |
| <b>Total amount of PPG received</b>            | £209,770 |

## Nature of Support 2015 / 2016

|   |                   |
|---|-------------------|
| <b>Focus on Closing the Gap in Curriculum Progress and Attainment</b> | 82% (£160,645.26) |
| <b>Focus on Social, Emotional and Behavioural Support</b>             | 14% (£26,387.36)  |
| <b>Focus on Families and Community</b>                                | 4% (7,527.38)     |

## Record of Pupil Premium Grant Spending by Item/Project 2015/2016

| Year Group   | Item/Project  | Cost  | Objective   | Outcome  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
|--|---|---|---|--|--|--|--|--|--|-----|-----|---------|---------|----|----|----|-------|----|----|----|------|----|----|----|---------|----|----|----|---------|----|----|----|
| 5/6  | Additional teachers for group work in core subjects. 15 hours per week. | £7,307.86   | Targeted small group support to close gaps in progress and attainment in core subjects. | 80% of PPG pupils achieved combined score at the expected standard in reading, writing and maths.<br><br><table border="1"> <thead> <tr> <th colspan="4">Percentage of Pupils Reaching Age related Expectations</th> </tr> <tr> <th></th> <th>All</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76</td> <td>84</td> <td>70</td> </tr> <tr> <td>Maths</td> <td>90</td> <td>96</td> <td>88</td> </tr> <tr> <td>SPAG</td> <td>75</td> <td>68</td> <td>81</td> </tr> <tr> <td>Writing</td> <td>86</td> <td>88</td> <td>85</td> </tr> <tr> <td>R,W &amp; M</td> <td>73</td> <td>80</td> <td>66</td> </tr> </tbody> </table> | Percentage of Pupils Reaching Age related Expectations |  |  |  |  | All | PPG | Non PPG | Reading | 76 | 84 | 70 | Maths | 90 | 96 | 88 | SPAG | 75 | 68 | 81 | Writing | 86 | 88 | 85 | R,W & M | 73 | 80 | 66 |
|  | Percentage of Pupils Reaching Age related Expectations                  |   |   |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
|  | All   | PPG   | Non PPG   |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
| Reading  | 76  | 84  | 70  |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
| Maths  | 90  | 96  | 88  |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
| SPAG   | 75  | 68  | 81  |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
| Writing  | 86  | 88  | 85  |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
| R,W & M  | 73  | 80  | 66  |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |
| Additional spelling, handwriting, reading and numeracy interventions from teaching assistants and HLTAs. | £22,153.22  | Targeted additional interventions to support basic skills around literacy and numeracy. |   |  |  |  |  |  |  |     |     |         |         |    |    |    |       |    |    |    |      |    |    |    |         |    |    |    |         |    |    |    |



# Pupils Premium Analysis 2015/2016

|             |  |  |  |   |
|-------------|--|--|--|---|
| <b>3/4</b>  | <p>Additional spelling, handwriting, reading and numeracy interventions from teaching assistants and HLTA.</p> <p>Small group work in core subjects.</p>   | £25,243.27                               | <p>Targeted additional interventions to support basic skills around literacy and numeracy.</p> <p>Targeted small group support to close gaps in progress and attainment in numeracy.</p>   | <p>Percentage of PPG pupils who made 'typical' or 'exceeding' progress:</p> <p>Reading: 92%<br/>Writing: 92%<br/>Maths: 96%</p> |
| <b>1/2</b>  | <p>Additional teacher for group work in core subjects. 15 hours per week.</p> <p>Additional spelling, handwriting, reading and numeracy interventions from teaching assistants and HLTA.</p> <p>Small group work in core subjects.</p> | £11,598.49                               | <p>Small group support to close gaps in progress and attainment in core subjects.</p> <p>Targeted additional interventions to support basic skills around literacy and numeracy.</p> <p>Targeted small group support to close gaps in progress and attainment in numeracy.</p> | <p>Percentage of PPG pupils who made 'typical' or 'exceeding' progress:</p> <p>Reading: 68%<br/>Writing: 81%<br/>Maths: 74%</p> |
|             | Specialist phonics support training and interventions.   | As part of additional teacher for Year ½ | Small group and individual support in using phonics to support reading.  | 83% of Year 1 pupils passed the phonics screening check. 80% of the Year 2 pupils who re-took the test passed.                  |
| <b>EYFS</b> | 'Stand Out Boys' Project   | £3,500                                   | Supporting adults to encourage positive learning behaviour.  | All pupils settle into Reception class and are ready to learn in the first half term.   |



# Pupils Premium Analysis 2015/2016

|                     |                                  |            |  |   |
|---------------------|----------------------------------|------------|--|---|
| <b>Whole School</b> | Coaching Program for Teachers    | £18,659.56 | Coaching program supports teachers to develop good practice across the school          | Teachers across key stages supported by middle leader coaches in developing further challenge to ensure gap is closed between PP and Non PP children and children make good or better progress. This has been successful in the focus years 1, 3 and 6. |
|                     | LSA Support                      | £18,147.86 | Support specific pupils with special educational needs and disabilities.               | Specific pupils targeted. All pupils have made typical progress.  |
|                     | Speech and Language Therapist    | £1,716     | Assessments and recommendations for pupils with additional speech and language needs   | Individual provision in place to support pupils with speech and language needs of pupils.   |
|                     | Educational Psychologist Pascale | £3,600     | Educational psychology assessments and recommendations to support welfare and learning | Staff provided with recommendations to support the individual needs.  |
|                     | Educational consultant (Trefor)  | £4,408     | Educational psychology assessments and recommendations to support welfare and learning | Staff provided with recommendations to support the individual needs of pupils.  |
|                     | Accelerated Reader Software      | £1,677     | Improve reading comprehension skills   | Good percentage of PPG pupils making 'typical' or 'exceeding' progress across Key Stage 2, where the Accelerated Reader Program is targeted.  |
|                     | Intervention Room                | £37,739    | Building of additional space in school to support pupils who have fallen behind.       | Building work not yet complete. In future this space will be used to target pupils to make expected or accelerated progress in core subjects.   |
|                     | Learning mentor                  | £14,879.36 | Support pupils with social and emotional barriers to their learning.                   | Reduction in detentions. Pupils are more able to deal with conflict. Targeted pupils largely have more positive attitudes towards their work and school and are more able   |



# Pupils Premium Analysis 2015/2016

|  |                       |           |   |   |
|--|-----------------------|-----------|---|---|
|  |                       |           |   | to access learning. More focussed in lessons.   |
|  | Family support worker | £7,527.38 | Supporting parents as partners in learning.<br>Increasing attendance.<br>Coordinating targeted family work to support health, wellbeing and learning of pupils. | Wellbeing of pupils and families has been supported. Links have been set up with various health and social care professionals to support children and families. |

Many of the above strategies will have directly or indirectly benefited other pupils. In particular, we have identified two areas where the impact of the pupil premium spending will have benefited other pupils:

1. The coaching program supported teachers to develop their teaching practice to accelerate progress for different ability groups.
2. Where additional teachers were deployed for core subjects, all pupils would have benefited from small groups and therefore increased teacher attention.

| Total PPG Received           |          |
|------------------------------|----------|
| <b>Total PPG expenditure</b> | £194,560 |
| <b>PPG Remaining</b>         | £15,210  |

| Priorities for Pupil Premium Grant Spending 2016/2017   |
|---|
| <ul style="list-style-type: none"> <li>• Ensure disadvantaged pupils perform in line with other pupils at end of key stage assessments</li> <li>• Close the gaps for disadvantaged pupils who are working below the expected standard and make provision for those identified as 'more able' by prior attainment to ensure they continue to make good progress</li> <li>• Ensure teaching assistants are equipped to support the points above</li> <li>• Reduce the absence of disadvantaged pupils</li> <li>• Continue to engage with parents in order to raise the aspirations of disadvantaged pupils</li> </ul> |