

Pupil premium grant expenditure:
2015/16

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (incl. Nursery)	436
Total amount of PPG allocated in April 2015/16	£171,562
Nature of support 16/17	
<p>The school has targeted and used this funding effectively.</p> <p>The context of the school is important. Many of our pupils come from disadvantaged families, with 38% being eligible for Free school Meals (FSM). The school has been proactive in providing the best opportunities for the children in our care.</p> <p>This has included the development of a strong pastoral team to meet the underlying social and emotional barriers to learning, including:</p> <ul style="list-style-type: none">• staff working specifically with parents experiencing difficulties and on improving attendance, which is now in line with national averages• developing enhanced additional services, including a pupil counselling service for our most vulnerable pupils and a speech therapist• developing SEN expertise in school to tackle key barriers to learning, including behaviour, safety and welfare. <p>We have also scrutinised each individual cohort and the issues within them that prevent good progress. We have employed additional staff across the school to provide a range of targeted support programs to groups of children from across the school. These strategies have been successful in ensuring children have made good progress and are helping to close the gap for many of our disadvantaged pupils.</p> <p>Within KS2, targeted support has been effective in improving progress rates and outcomes for our FSM/PPG and looked after pupils. This group of pupils made excellent progress across KS2, with compared to non-FSM/non-LACH at school level and the gap closing in pupils' attainment in reading, writing and maths.</p> <p>Additionally, PPG funding has been used to offer extended curriculum opportunities for disadvantaged pupils, with subsidy used for trips, residential excursions and subscriptions for clubs. It has also been used to enhance IT to target disadvantaged pupils, with the purchase of online home study access and online reading clubs, aimed especially at boys.</p>	

Curriculum focus of PPG spending 2015/16

Most of the funding has been used to employ additional staffing to ensure targeted support to eligible pupils. School has deployed five staff members, (an unqualified teacher and a Higher Level Teaching Assistant in EYFS; a reading recovery teacher and interventions teachers within KS1, KS2 and a TA4 in Y6), to deliver specific and targeted intervention programs to children who have been identified as in danger of falling behind. We firmly believe that targeting the pupils early in their primary careers gives them the best possible opportunity to make good progress. Often from very low starting points, we aim to ensure that the majority of our pupils are on track to achieve age Related Expectations or above by the end of KS1, particularly those who are eligible for free school meals and/or those that are classed as 'looked after children'. Additional TAs have been deployed to offer cover for this program.

Additionally, our learning mentors have been redeployed to work on attendance issues, targeting specific families whose children are in danger of becoming absentees or persistent absentees. We have also contracted the services of a counsellor, who is supporting a small number of older pupils, many of whom are very vulnerable. This has supported our low exclusion rates.

Further, we have re-structured KS2 to enable each year group to be separated into smaller class sizes to allow for more focused support across the cohort.

School has also used PPG funding to allow additional release time for teachers to meet with pupils on a 1:1 basis to mentor target pupils so that they are made clear about their next steps in reading, writing and maths.

Measuring the impact of PPG spending

EYFS:

2016: GLD: all pupils: 55%; FSM pupils: 33%

Although outcomes by the end of EYFS remain below local and national averages, children made good progress from a low average starting point on entry:

- 7 steps+: Rdg: 94% Wrt: 85 Numb: 76% Shape: 90%

KS1: 2016:

Y2 2016	Expected std %			High std %		
	Sch	Nat	PPG	Sch	Nat	PPG
Reading	83	74	67	10	24	0
Writing	72	65	56	10	13	0
Maths	72	73	50	5	18	0

Although disadvantaged pupils' attainment was below that of others, progress was good, particularly in reading and writing for those pupils who were at 'emerging' at the end of

KS2:

Y6 2016	Expected std %		High std %		Average Scaled Score		Expected progress	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat Floor
Reading	56	66	10	19	100.9	102.6	-0.8	-5
Writing TA	60	74	7	15			-1.1	-7
Maths	49	70	7	17	98.5	103	-2.6	-5
Combined	42	53	2	5				
SPaG	70	72	17	22	102.9	104		

The introduction of new, harder tests in 2016 have created wide variability, both across the country and in school. However, we have exceeded national FLOOR STDS. The context of this cohort is important. Of the 45 pupils who completed Y2, only 33 of these completed Y6, with one of these pupils completing the SATs in Y4 and gaining L6s before leaving to attend a private prep school. 10 further pupils joined this year group throughout KS2, with 8 of these pupils having studied only 7 terms or less, 6 of whom were PPG pupils and at least 3 of whom were not submitted for the tests. Attempting to maintain cohesion in such changing circumstances was very challenging.

PPG pupils' steps progress throughout KS2 was good, with PPG pupils making progress at least in line with and often more progress than other pupils.