**Impact of Pupil Premium – 2014/15**

In 2014/15, we received £27,998.13 of Pupil Premium, which was mainly used to pay for additional Teaching Assistant time so that we could support targeted individual pupils and run targeted support groups for children who were eligible for Pupil Premium who had been identified as being at risk of not making at least expected progress in Maths, Reading or Writing. This included children who were entitled to FSM (Ever 6), were in the “Looked After System” or had been adopted and had previously been in the “Looked After System.” We also provided access to Outside Agencies, where necessary, and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc.

We also used the funding to appoint a specialist Teaching Assistant to take responsibility for ensuring that children who were eligible for Pupil Premium were receiving their entitlement, either in the form of support or additional resources. She also provides advice and support to the Teaching Assistants who are delivering the support and interventions and helps to analyse the assessment information in order to monitor the progress of the eligible children on a termly basis.

In some cases, we have found that other children have also benefitted from the support groups that we have provided.

**Examples of Support / Interventions provided**

Movement group Social skills group Behaviour chart

Lunchtime structured games Maths group Listening Group

Additional TA support Handwriting group Writing Group

Speech group Individual reading Fine motor activities

Phonics group Movement group Memory group

Precision Teaching Support in class Sentence work

Speech and Language Group 1:1 or 1:2 support Rapid Reading

Rapid Maths Rapid Writing

The impact that each support / intervention group has had on pupil progress is also measured separately (See SEN Assessment folder).

**Impact in terms of Achievement (Progress)**

Of the 17 pupils in the School who were eligible for Pupil Premium funding, a very high % made at least expected progress in Reading, Writing and Maths, especially when we consider that they were working on a more challenging new curriculum.

Reading (16 pupils – 94%); Writing (15 pupils – 88%); Maths (13 pupils – 76.5%)

As we strive to close the gap between the performance of our Pupil Premium pupils and other pupils, a very high percentage also made better than expected progress in Reading and Writing and a reasonable percentage made better than expected progress in Maths:

Reading (9 pupils - 53%); Writing (7 pupils – 41%); Maths (3 pupils – 18%).

This demonstrates that the progress of our disadvantaged pupils at least matches and, in many cases, is improving towards that of other pupils nationally.

**Attainment**

By the end of the year, of the 17 pupils in the School who were eligible for Pupil Premium funding, a very high % were working at least at ARE in Reading and Maths and a high % were working at least at ARE in Writing, especially when we consider that they were working on a more challenging new curriculum.

Reading (14 pupils - 82%); Writing (11 pupils – 65%); Maths (14 pupils – 82%)

Some also ended the year working above ARE, particularly in Reading:

Reading (5 pupils - 29%); Writing (2 pupil – 12%); Maths (2 pupils – 12%).

**Year R**

**Achievement (Progress)**

Of the 3 pupils in Year R who were eligible for Pupil Premium funding, all 3 made better than expected progress in Reading. 2 out of 3 made better than expected progress in Writing and the other made expected progress. All 3 made expected progress in Number.

**Attainment**

By the end of Year R, in Reading, all 3 pupils were working at least at ARE and 2 out of 3 were working above ARE. In Writing, 2 out of 3 were working at least at ARE, one was working above ARE and one was working below ARE. In Maths, 2 out of 3 were at ARE, and one was working below ARE. 2 out of 3 achieved a good level of development (achieved at least expected in all of the prime areas of learning and literacy and maths).

**Years 1 – 4**

**Achievement (Progress)**

Of the 14 pupils in Years 1 -4, almost all made at least expected progress in Reading (13 pupils - 93%) and Writing (12 pupils – 86%) and most made at least expected progress in Maths (10 pupils – 71%).

As we strive to close the gap between the performance of our Pupil Premium pupils and other pupils, a reasonable percentage also made better than expected progress:

Reading (6 pupils - 43%); Writing (5 pupils – 36%); Maths (3 pupils – 21%).

**Attainment**

Of the 14 pupils in Years 1 – 4, a high % of pupils ended the year working at least at ARE:

Reading (11 pupils - 79%); Writing (9 pupils – 64%); Maths (12 pupils – 86%)

Some ended the year working above ARE:

Reading (3 pupils - 21%); Writing (1 pupil – 7%); Maths (2 pupils – 14%).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year Group | % PP children making at least expected progress from starting point | % PP children making better than expected progress from starting point | % other pupils making at least expected progress from same starting point | % other pupils making better than expected progress from same starting point |
|  | R | W | M | R | W | M | R | W | M | R | W | M |
| R (3 pupils) | 100 | 100 | 100 | 67 | 67 | 0 | SB 100B 100T 100 | SB 100T 87 | SB 100T 95 | SB 88B 9T 44 | SB 84T 13 | SB 83T 9 |
| 1 (6 pupils) | 83 | 83 | 67 | 17 | 0 | 17 | 60w+ 10060s 8960s+ 851b+ 100 | 60w+ 10060s+ 861b 100 | 60s 10060s+ 69 | 60w+ 5060s 5660s+ 81b+ 50 | 60w+ 6760s+ 331b 57 | 60s 4060s+ 6 |
| 2 (3 pupils) | 100 | 100 | 100 | 67 | 67 | 33 | 1s 1002b 100 | 100 | 1s 1001s+100 | 1s 732b 44 | 50 | 1s 801s+ 82 |
| 3 (1 pupil) | 100 | 100 | 100 | 100 | 100 | 0 | 92 | 100 | 75 | 8 | 44 | 0 |
| 4 (4 pupils) | 100 | 75 | 50 | 50 | 50 | 25 | 1w NA3w 1003w+ 1004b+ 89 | 1b NA2s+ 1003w 1003s 100 | 1b+ NA3s 913s+ 834b 100 | 1w NA3w 1003w+ 1004b+ 0 | 1b NA2s+ 1003w 833s 91 | 1b+ NA3s 183s+ 174b 83 |

Performance of pupils eligible for Pupil Premium compared with that of Other pupils with the same starting points

This table compares the performance of pupils eligible for Pupil Premium with that of other pupils in our School with the same starting points.

It shows us that the % of pupils who are eligible for Pupil Premium who make at least expected progress matches that of other pupils in the School. However, higher percentages of other pupils tend to make better than expected progress than those who are eligible for pupil premium. We will endeavour to try to close the gap by trying to raise the % of pupils who are eligible for pupil premium who make better than expected progress.

A small number of pupils who are eligible for Pupil Premium also have additional special educational needs including 2 in Year 1 and one in Year 4. When we are dealing with percentages of such small numbers of pupils, this can have a big impact on percentages.

In the majority of cases, where our pupil premium children are not attaining as highly as our other children, they are still attaining more highly than other children nationally – i.e. although our disadvantaged pupils attain more highly than other pupils nationally, our non-disadvantaged pupils in the school attain even more highly. As a result, an in-school attainment gap still exists or widens in some year groups.

**Areas for Development**

To try to raise the % of pupils who are eligible for pupil premium who make better than expected progress.

To try to raise the % of pupils, who are eligible for Pupil Premium, who make at least expected progress and better than expected progress in Maths so that the figures are more in line with those achieved for Reading and Writing.

To try to raise the percentage of pupils who are working at least at ARE in Writing by the end of the year.

**Pupil Premium - 2015/16**

In 2015/16, we expect to receive £28,460 in Pupil Premium. We propose to use the Pupil Premium funding to pay for additional Teaching Assistant time so that we can continue to run the support and intervention groups, including those listed above, that have been so effective in 2014/15. This support is aimed at targeted pupils, who are eligible for Pupil Premium funding, who are at risk of not making at least expected progress in Maths, Reading or Writing.

We will also continue to use the funding to pay for our specialist Teaching Assistant who is responsible for ensuring that children who are eligible for Pupil Premium are receiving their entitlement, either in the form of support or additional resources. She will also continue to provide advice and support to the Teaching Assistants who are delivering the support and interventions and she will help to analyse the assessment information in order to monitor the progress of the eligible children on a termly basis.

We will also provide access to Outside Agencies, where necessary, and, where appropriate, access to specialist resources such as Sit Cushions and specialist software such as Clicker, Rapid Maths, Rapid Reading, etc.