

## Analysis of Pupil Premium 2015 - 16

	2012 - 13	2013 - 14	2014 - 15	2015 - 16
% of PP pupils	42.2%	40.5%	37.7%	37.5%

Year 6 Indicators	2013 gap between PP and non PP	2014 gap between PP and non PP	2015 gap between PP and non PP	2016 gap between PP and non PP	Comments
Attainment – Level 4+ in English	Reading: -12%	Reading: +2%	Reading: -12%	Reading – gap children reaching standard -11%	The data for 2016 cannot be easily compared to the data for the previous years as this was the first time the children were tested on the new curriculum.  The progress of the PP children from the high prior attainment group was the lowest of all groups. In reading, the PP children from the low and middle prior attainment groups made more progress than the other low and middle prior attainment group. The children in the low prior attainment groups made more progress than the other low attainment group in writing and maths too. The progress of the PP low and middle prior attainment groups was higher than the national other for all subjects.
	Writing: -5%	Writing: -3.0%	Writing: -17%	Writing – gap between children reaching standard -20%	
Attainment – Level 4+ in Maths	-5%	-9%	-15%	Maths – gap between children reaching standard -9%	
Average Points Score - English	Reading: -2.3	Reading: +0.3	Reading: -2.3	Difference in average scaled score Reading: 3.0	
	Writing: -1.2	Writing: -1.3	Writing: -2.4	N/A	
Average Points Score - Maths	-1.1	-1.8	-2.9	Difference in average scaled score Maths: 4.2	
Achievement – expected progress English	Reading: -17.5%	Reading: +2.9%	Reading: -6%	Reading: +0.01	
	Writing: -4.9%	Writing: 0.0%	Writing: +3%	Writing : -1.53	
Achievement – expected progress Maths	-4.9%	-5.3%	-3%	-1.20	
Attendance - %	School: 4.7	School: 4.6	School: 4.3	School: 4.8	Attendance for the whole school has

of sessions missed	PP: 5.1	PP:4.4	PP:4.7	PP: 5.2	dropped compared to the previous 3 years. Attendance for PP children is lower than attendance for the whole school and the trend for this group is downwards.
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### Planning and Evaluation Outline

<b>2015 - 2016</b>  <b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/cost centre?</b>	<b>Brief summary of the intervention or action, including details of year groups and pupils involved</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact:</b>
<b>Foundation Stage – language programme, early literacy and numeracy - teacher</b>	15 000	Continued	Teacher to work with children on language programme and early literacy and numeracy skills x4 per week in small groups delivering personalised curriculum according to individual child's needs.	Observation of intervention.  Tracking of individual pupil progress and levels at beginning and at points throughout programme – at least every half term.  Pupils will make accelerated progress and attainment will be in line with expected levels. Attainment will be maintained.	In school data shows that all children made rapid or more than rapid progress from their starting points.  Outcomes in % achieving at least expected improved on 2015 outcomes in CLL, Literacy and Maths. Speaking improved by +20% compared to

					2015, Understanding +15%, Shape, space & measures +14%, writing +13%
<b>Year 1/2 – Language programme including VIP and NIP</b>	10 000	Continued	Specific language programme delivered by TAs with focus on building vocabulary and narrative spoken English delivered in groups of no more than 3 children at a time on a daily basis. Children are identified following an assessment of their spoken English.	<p>Observation of intervention.</p> <p>Weekly tracking of progress through programme.</p> <p>Monitoring of progress in literacy in pupil progress meetings.</p>	<p>Data shows that this intervention is effective.</p> <p>The progress of individual children and groups of children make rapid or more than rapid progress.</p> <p>This intervention will continue and be further developed next year.</p>
<b>Year 3/ Year 4 Booster Group Lit and Maths - teacher</b>	20 000	Continued	Teacher to work with children working just below and below age expected levels in small groups on daily basis. Delivering a personalised curriculum according to the specific needs of the children.	<p>Observation of intervention.</p> <p>Children will make accelerated progress in Maths and Literacy and attainment will be in line with age expected levels and above.</p> <p>Attainment will be maintained</p>	In school data indicates that PP children are making good progress although their attainment is still below the non PP children overall. If progress continues at the current rate the in school gap will narrow at the end of KS2.

<b>Year 5 / Year 6 Booster Group Lit and Maths - teacher</b>	35 000	Continued	One teacher to focus on Literacy and one teacher to focus on numeracy, targeting children working just below and below age expected levels in small groups. Delivering a personalised curriculum according to the specific needs of the children.	Observation of intervention.  Children will make accelerated progress in Maths and Literacy – monitored every half term.  Attainment will be in line with age expected levels and above and children will achieve a good level in KS2 SATs	The low and middle prior attaining groups made accelerated progress compared to national in Reading, Writing and Maths.  The PP children in the low prior attaining group made more progress in all subjects than all children in school. The PP children in the middle prior attaining group made more progress in reading than all children in school, but less in writing and maths.
<b>Easter School – teacher costs</b>	3 500	Continued	Staff delivering booster groups and 1:1 sessions to work with targeted children. Personalised curriculum to be delivered according to children’s identified need and gaps in learning. Opportunities to consolidate learning in class.	Observation of intervention.  Children will make accelerated progress in Maths and Literacy – monitored every half term.  Attainment will be in line with age expected levels and above and children will achieve a good level in KS2 SATs	The high prior attaining group made less progress than all children in school and national.  These interventions will be reviewed for next
<b>Saturday School – teacher costs</b>	3 000	Continued	Staff delivering booster groups and 1:1 sessions to work with targeted children. Personalised curriculum to be delivered according to children’s identified need and gaps in learning. Opportunities to consolidate	Observation of intervention.  Children will make accelerated progress in Maths and Literacy – monitored every half term.  Attainment will be in line with age expected levels and above and children will achieve a good	

			learning in class.	level in KS2 SATs	academic year.
<b>1-1 and 1-2 – teacher costs</b>	10 000	Continued	Teacher to work 1:1 and 1:2 with identified children in Y5 and Y6 on PP in the afternoons and after school. Focus on Literacy or Numeracy according to individual child’s need. Planning to be in discussion with class teacher to ensure teaching is personalised and targeted at need. Opportunities to consolidate learning in class.	Observation of intervention.  Children will make accelerated progress in Maths and Literacy – monitored every half term.  Attainment will be in line with age expected levels and above and children will achieve a good level in KS2 SATs	
<b>Learning Mentor support</b>	8 000	Continued	Some PP children have very limited experiences beyond home, school and for some the mosque. Identified children will be offered after school and holiday club activities to widen their range of experiences, giving them more to draw on in their learning. The Learning Mentors will also support children’s speaking and listening skills by talking to	The impact of this intervention is difficult to evaluate numerically.  Learning Mentors will monitor attendance for identified children and monitor their engagement in activities through case study feedback.	This is difficult to measure numerically other than by looking at attendance. The percentage of sessions missed by PP children was higher than non PP children last year. This was mainly due to extended holidays abroad.  Support was provided to many PP children giving

			them about their experiences when planning and recapping on the activities.		them access to a wider range of experiences to draw on in their academic work. It also supported their mental and health well-being.  This intervention will be reviewed before continuing next year.
<b>TA intervention – literacy and maths</b>	8 000	Continued and enhanced by further specific CPD for TAs	Y2 – Y6. Using the Matrix of expectations, progress grids and exemplars of expectations, teachers will identify specific gaps that are stopping children from making progress in literacy and numeracy. The TAs will deliver a personalised programme to identified children daily with the aim of closing the specific gap.	Observation of interventions.  The identified gaps in children’s learning will be closed enabling them to make accelerated progress in Maths and Literacy – monitored every half term.  Attainment will be in line with expectations and be maintained.	In all year groups in all subjects with only 1 or 2 exceptions, PP children made more progress than non PP children.  This intervention will continue to be developed next year with a review of how we can be even more effective in the use of TA support.
<b>Teacher intervention to extend and enhance the curriculum for</b>	10 500	Continued	Teacher to work with more able PP children from Y4, Y5 and Y6, in small groups, in Literacy and Maths to enhance and enrich their	Observations of intervention.  Tracking of individual pupil progress and levels at beginning and at points throughout programme – at least every half	This intervention did not appear to be as effective this academic year compared to last – see Y6 outcomes

<p><b>the more able pupils in Y4, Y5 and Y6</b></p>			<p>curriculum and extend their learning.</p>	<p>term. Pupils will make accelerated progress and attainment will be above expected levels. Attainment will be maintained and improved at higher than expected levels.</p>	<p>above.  This will not continue next academic year.</p>
<p><b>Language support programme</b></p>	<p>20 000</p>	<p>New</p>	<p>Teacher and HLTA to work with children from reception to Y6 delivering bespoke interventions to individuals, pairs and groups, working closely with speech and language therapists.</p>	<p>Assessment of children's language skills on entry and exit.  Assessment of children's literacy skills at beginning and end of intervention.  Observation of interventions  Feedback from speech and language therapists and educational psychologists  Pupils will make accelerated progress and attainment will be in line with/above expected levels. Attainment will be maintained and improved.</p>	<p>Data shows that this intervention is effective. The progress of individual children and groups of children make rapid or more than rapid progress.  This intervention will continue and be extended next year.</p>