

Pupil Premium Summary Statement.

There has been an increase in the number of pupil premium funding over the last two years.

The total funds received in 2014 /15 was £42,900 compared to 2015 / 16 where it is £59,139.

In terms of impact there are a number of less measurable interventions such as drumming lesson, horse riding and dance lessons.

However, pupil voice and feedback from parents and staff there has been a very positive impact on aspects of their lives that are important. Increased Self-esteem, attitude towards coming to school, general wellbeing and the involvement in school performances that shows that this area of expenditure seems to be effective.

Some specific pupils who require a good start to the day at our breakfast club have benefited from Pupil premium funding.

Additional support that takes place as 1-1 support on a regular basis before or after school has had a particularly good impact on progress for children in phonics reading writing and maths skills this method of additional support will continue.

Quality first teaching was a main focus of spending and school development.

With a focus towards maths resources and training the quality of our maths provision has improved. This can be seen in the maths data 2014/15

EYFS

60% of Disadvantaged pupils achieved Good Levels of Development compared to 88% of Non-disadvantaged pupils. All (100%) disadvantaged pupils achieved the expected level in the PRIME Areas of Learning compared to 92% of non-disadvantaged. 60% of Disadvantaged pupils achieved the expected level in the SPECIFIC Areas of Development compared to 88% of non-disadvantaged pupils.

Progress and the needs for this year group are being monitored and outside agency referrals have brought in additional support for individuals and families.

Year 1 Phonics

Four of the six (67%) Disadvantaged pupils also have Special Educational Needs. The remaining 2 pupils are summer born. Provision for additional phonics training and resources were implemented in 2014-2015. Individual pupils made small steps progress relative to their starting points. This provision continues into Year 2.

Data in KS1

Children achieving L2B and above.

Reading -Disadvantaged pupils met the NA but did not perform as well as non-disadvantaged pupils. The gap between 2014 and 2015 for attainment in reading has narrowed in reading.

Writing. Disadvantaged pupils are below the NA and achieved lower than non-disadvantaged pupils. The gap widened in 2015 from 2014. This is being closely monitored with additional support.

Maths. Disadvantaged pupils achieved above the NA and better than the non-disadvantaged pupils. Attainment in maths for disadvantaged pupils is at a 3 year high. The impact of quality First training and resources on Numicon for KS1 has had a good impact.

Data in KS2

Reading- Disadvantaged pupils are below the National average at Level 4 only and achieved lower than non-disadvantaged pupils. However, disadvantaged pupils achieved better at Level 5 and above compared to non-disadvantaged pupils. Disadvantaged pupils achieved above the National average at Level 5 and above.

Writing-Disadvantaged pupils at Level 4 maintained the same level of attainment between 2014 and 2015 at 100%. This is a significant improvement on 2013. Disadvantaged pupils achieved better than National and better than **All** pupils.

Disadvantaged pupils at Level 5 and above attained below All pupils and were narrowly below the National Average. Although Level 5 in 2015 was slightly lower than 2014, there is still an upward trend from 2013.

Maths – At Level 4 Disadvantaged pupils attained below the National average and below All pupils. Disadvantaged pupils attaining Level 4 shows a decline for middle achievers, however, this is not consistent with Level 5 and above where Level 5 is on a rising trend across the three years. It is well above the National average and above All pupils.

(**All** pupils include disadvantaged pupils and non- disadvantaged pupils)

J Brown, D Theaker, S Warner - SLT January 2016