

Evaluation of spending of Pupil premium for 2015-16

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED 2015-16

Total number of pupils on roll September 2015 (excluding nursery and kindergarten)	416
Total number of pupils eligible for Pupil Grant	56.7%
Amount of Pupil Premium Grant received per pupil	£1320
Total amount of Pupil Premium Grant received	312,228
Total Expected expenditure September 2015 - 2016	336,932

PERFORMANCE OF PUPIL PREMIUM PUPILS AT END OF KS2 IN 2016 COMPARED WITH NON-PUPIL PREMIUM PUPILS (National figures have not yet been published)

	Pupils eligible for pp	Pupils not eligible for pp
% pupils attaining expect level in Reading, Writing and Maths combined	46	50
% pupils attaining expected level in Reading	59	61
% pupils attaining expected level in Writing	77	94
% pupils attaining expected level in Spelling, Punctuation and Grammar	64	89
% pupils attaining expected level in Maths	56	83
% pupils making expected progress in Reading	0.6	1.7
% pupils making expected progress in Writing	2.9	3.1
% pupils making expected progress in Maths	0.6	2.4

Four areas were focussed upon in 2015-16

- Literacy and maths at early years (predominantly an issue for disadvantaged boys)
- Phonics in Key stage 1
- Higher achievers in readers in Key stage 1
- Higher achievers in reading at key stage 2

EVALUATION OF PUPIL PREMIUM STRATEGY FOR 2015-16

Desired Outcome	Evidence base and rationale	Chosen Action	Impact	Cost
Close the gap between pp and non pp in ks1 phonic test.	Education Endowment Fund suggests gains of +4 months Our own data shows high gains in phonic score by using Read, Write Inc.	Use of Read, Write Inc daily, Continuing to purchase development days. Weekly delivery of master classes. Staffing to deliver daily small group activity	Not only did general phonic score rise to above national standard at 87% but the gap between disadvantaged and non-disadvantaged lessened to only 6%	£87,802
Reduce the reading gap at KS 2 between pp and non pp children	PP children were reading less at home . We also felt that our guided reading could be improved.	Reading Fairy introduced throughout school. Improved guided reading system. Lunchtime supervisors employed for an additional hour to hear readers and talk to pupils about books.	Dramatic increase of number of children reading at least three times in previous week. Greater enjoyment in guided reading sessions. 59% of PP children achieved expected level compared to 61%. This was a dramatic reduction in gap from last year when it was over 26% to just 2%	£31,826
Reduce the gap between pp and non - pp children in attainment at the end of EYFS	Education Endowment Fund suggests gains of +6 months for early years interventions.	Training for our TA's in specific interventions. High degree of focus and rigorous tracking every 6 weeks monitored by SENCO and linked to performance management. Main priority area being early years, specifically speech and language and fine motor skills.	Huge rise in overall level of children attaining good level of development to 72% which is above the national figure of 66%. There is no gap between pupil premium and non-pupil premium children attaining this.	£69,988
Raise attainment of more able pp children	Education Endowment Fund shows small benefits can be had from running holiday revision classes	We will continue with our Year 6 Easter 2-day revision programme which can help children when it comes to exam techniques and the King Edward gifted and talented summer school programme	Revision classes were well attended but the % of pp children was less. Only a few pp children took up the offer of additional King Edwards support. Although the gap at expected level was very small the gap at the higher levels has still remained high with only 5% of pp pupils achieving a high level at combined score. 28% of non pp children achieved a higher combined score.	£13,727

Reduce persistent absence and raise attendance to over 96%	Qualitative data suggests the Golden Adventure, punctuality league, breakfast club and walking bus have all improved attendance and reduced number of lates.	Continue with highly effective strategies to improve attendance and improve punctuality : Rigour of pursuing persistent absence, walking bus , breakfast club, punctuality league and Golden Adventure	Attendance was 95.9% We are now in line with national figures for persistent absence at 9%. This was reduced from the previous year by over 2%. The gap between pupil premium children who have persistent absence and the non pp children has reduced by 3%.	£884,448
To improve curriculum engagement and academic achievement	Providing visits and visitors that support the curriculum has led to quality first wave teaching for all. Trips and residential and visits are linked to topic work and greatly enhance the children's engagement and understanding. If we did not subsidise these trips they would not be able to take place	To subsidise residential (Years 2 - 6) and half termly study trips making them affordable for all children.	Number of children who were able to attend residential. Number of study trips All children attended	£21,839
Raise standards in mathematics	Education Endowment Fund suggest gains of 8+ months	Introduce a mastery approach in maths Teacher training day Work with a consultant	Teacher Day happened in May and has begun to have an impact on the way maths is taught. New scheme has been purchased for key stage 1 "Maths No Problem". This will not start to make an impact until next academic year. Key stage 1 and Key stage 2 results this year were both below national averages.	£20,252
Raise standards through improving feedback to pupils	Education Endowment Fund suggest gains of 8+ months	Deputy to provide staff training . Senior teachers work on revising our assessment for learning policy. Monitor thoroughly to ensure this is in place.	New marking policy in place. Book scrutiny shows it is being used effectively. Pupil respond to feedback appropriately. Standards raised in books but yet to show in end of key stage data.	£3,050