

Pupil Premium Information 2014/2015

Amount of Pupil Premium funding		
2014 - 2015	£138,500	21% fsm
2015 - 2016		

Percentage of FSM pupils (inc over last 6 years)	2013- 2014	2014 - 2015			
Number of FSM pupils eligible for pupil premium	104	69			
Number of looked after pupils eligible for pupil premium	2	1			
Number of service children eligible for pupil premium	3	2			

Where are the gaps?		Use Raise for 2014 and internal data for current Y6					Comments/ Contextual info
Year 6		2014 gap between FSM & non-FSM %	2014 National Differences FSM & Non- FSM %	2015 predicted outcomes for FSM %	2015 predicted outcomes for non-FSM %	2015 predicted gap %	
FSM etc	21	45%					
Non-FSM	26						
Total	47						
Attainment: L4+ Reading		+5.0%	-10.0%	85%	96%	-11.0%	
Writing		+11.0%	-13.0%	85%	96%	-11.0%	
SPAG		0%	-15.0%	85%	96%	-11.0%	
Attainment: L4+ mathematics		+5.0%	-12.0%	95%	93%	+2.0%	
APS: Reading		-1.6%	-2.2%	29.57	31.69	-2.12%	
APS: Writing		+0.3%	-2.5%	29.14	29.30	-0.16%	
APS: SPAG		-1.0%	-2.5%				
APS: Mathematics		-3.3%	-2.6%	29.76	30.38	-0.62%	2014 APS for maths is lower than Nat
Achievement: Expected progress Reading		+2.0%	N/A	100%	100%	0	
Achievement: Expected progress Writing		+2.0%	N/A	100%	100%	0	
Achievement: More than expected progress Reading		+1.0%	N/A	40%	85%	- 45%	2015 significantly lower predicted
Achievement: More than expected progress Writing		-2.0%	N/A	50%	65%	- 15%	
Achievement: Expected progress maths		+2.0%	N/A	100%	100%	0	
Achievement: More than expected progress maths		-14.0%	N/A	67%	58%	+9%	2014 outcome significantly lower gap
Attendance							
Persistent absence							

Where are the gaps(other year groups)
 What does the data analysis tell us about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing the gaps compared with previous years' data?

	2014 data (outcomes)				2015 (predicted)				2015 (outcomes)		
EYFS Working at expected level or above (national)	FSM 21%				FSM 21%						
	Non-FSM 79%				Non-FSM 79%						
Y1 (12 points) Are children making expected or better progress based on EYFS score	27%FSM	Reading	Writing	Maths	20%FSM	Reading	Writing	Maths	Reading	Writing	Maths
	FSM	29	21	43	FSM				FSM		
	Non-FSM	58	64	64	Non-FSM				Non-FSM		
Y2 (15 points) Are children making expected or better progress based on EYFS score	34%FSM	Reading	Writing	Maths	33%FSM	Reading	Writing	Maths	Reading	Writing	Maths
	FSM	67	67	67	FSM	64	57	71	FSM		
	Non-FSM	92	92	92	Non-FSM	97	97	97	Non-FSM		
Y3 (18 points) Are children making expected or better progress basis on EYFS score	30%FSM	Reading	Writing	Maths	36%FSM	Reading	Writing	Maths	Reading	Writing	Maths
	FSM	73	64	73	FSM				FSM		
	Non-FSM	76	76	79	Non-FSM				Non-FSM		
Y4 (21 points) Are children making expected or better progress based on EYFS score	39%FSM	Reading	Writing	Maths	35%FSM	Reading	Writing	Maths	Reading	Writing	Maths
	FSM	82	69	81	FSM				FSM		
	Non-FSM	89	81	85	Non-FSM				Non-FSM		
Y5 (24 points) Are children making expected or better progress based on EYFS score	44%FSM	Reading	Writing	Maths	37%FSM	Reading	Writing	Maths	Reading	Writing	Maths
	FSM	80	65	75	FSM				FSM		
	Non-FSM	89	74	78	Non-FSM				Non-FSM		
Y6 (27 points) Are children making expected or better progress based on EYFS score	59%FSM	Reading	Writing	Maths	45% FSM	Reading	Writing	Maths	Reading	Writing	Maths
	FSM	100	91	100	FSM	90	90	95	FSM		
	Non-FSM	100	100	100	Non-FSM	96	93	93	Non-FSM		

Where are the gaps (other eligible groups)?

Predicted outcomes in 2013

LAC	None
Service children	None

To what extent are our strengths and priorities suggested in this data clearly evidenced in our self-evaluation and improvement plan?
If any are missing, outline them below and add them to our improvement plan.

	SEF/SDP clearly identifies our teaching and learning organisation as our main strategy for narrowing the gap between FSM achievement and non-FSM achievement. Benchmarking information shows that the school spends significantly more on classroom learning support assistants than similar schools. This is in order to better target specifically those children not making expected progress (see SEF)
	See RAISE for statistical information showing pupil progress in relevant groups

Planning and evaluation

Pupil Premium used for?	Amount allocated to the intervention or action	new or continued activity?	Brief summary of the intervention or action, incl details of year groups & pupils involved, & the timescale.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the PP? What will it achieve if successful?	How will this activity be monitored, when & why & whom? How will success be evidenced?	Actual impact: What did the activity or action actually achieve?
	£138500					
Employment of additional support staff: Oracy + increase	£60500	Continued	Key St1 groups but concentrating on identified PP needing additional Oracy work New post – Teacher I.C. oracy	Increase Oracy skills to aid overall literacy skills and increase levels of PP to be in line with none- PP	Oracy worker - measured through Sp & Listen +Quality of writing outcomes – end of year & key Stage Learning support	see Outcome of school Action Plans
Increase family support worker hours	£15000	Continued	Intense focus on group of children with poor attendance (FSM)	Improved attendance with resulting improved levels of achievement for PP children	Assistants + senior staff –attendance outcomes	
Behaviour support ass x 2 (interventions)	£28000	Continued	All year groups with additional resources for those individual with the greatest need (FSM)	Remove behaviour as a barrier to learning Compared with the National picture, narrowing the gap between FSM and non FSM achievement by the time children leave our school	Senior staff to monitor. N.C. assessment outcomes to establish levels of success.	see statistical results
Additional tutor time(before/after school)	£35000	Continued				