

Pupil Premium Information

Amount of Pupil Premium funding		
2013 - 2014	£104,000	36% fsm
2014 - 2015	£138,500	27%

Percentage of FSM pupils (inc over last 6 years)	2013- 2014	2014 - 2015	Total funds 2013- 14	Total funds 2014 - 15
Number of FSM pupils eligible for pupil premium	104			
Number of looked after pupils eligible for pupil premium	2			
Number of service children eligible for pupil premium	3		£104,000	£138,500

Where are the gaps?

Use Raise for 2013 and internal data for current Y6

Year 6 FSM etc 16 43% Non-FSM 21 Total 37	2013 gap between FSM & non-FSM	2014 predicted outcomes for FSM	2014 predicted outcomes for non- FSM	2014 predicted gap	Comments/ Contextual info
	%	%	%	%	
Attainment: L4+ English	-1.00%	98%	96%	+2.00%	Pupil premium represents a very high
Attainment: L4+ mathematics	-1.00%	91%	96%	-5.00%	Proportion of year 6 pupils
APS: English	+0.9%	29.32	30.33	-1.00	
APS: Reading	-1.00%	29.34	31.20	-1.86	
APS: Writing	+0.30%	29.30	29.47	-0.17	
APS: Mathematics	-2.00%	29.52	30.64	-1.12	
Achievement: Expected progress English	0%	100%	100%	nil	
Achievement: More than expected progress English	-0.9%	48%	53%	-5.00	
Achievement: Expected progress maths	0%	100%	100%	nil	
Achievement: More than expected progress maths	+12%	56.52%	47.0%	+9.52	
Attendance	-0.2%	69%	69%	nil	
Persistent absence (5 children)	-100%	60%	40%	-20%	2014 predictions = 5 children
Fixed-term exclusions	nil	nil	nil	nil	

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?

	2013 data (outcomes)				2014 (predicted)				2014 (outcomes)			
EYFS Working at expected level or above (national)	FSM	26.7%			FSM	21.0%			FSM	21.0%		
	non-FSM	73.3%			non-FSM	79.0%			non-FSM	79%		
Y1 (12 points) Are children making expected or better progress based on EYFS score		Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
	FSM	35%	35%	29%	FSM	45%	45%	45%	FSM	29%	21%	43%
	non-FSM	47%	45%	47%	non-FSM	59%	59%	66%	non-FSM	58%	64%	64%
Y2 (15 points) Are children making expected or better progress based on EYFS score		Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
	FSM	73%	73%	73%	FSM	67%	67%	67%	FSM	67%	67%	67%
	non-FSM	83%	81%	87%	non-FSM	92%	84%	89%	non-FSM	92%	92%	92%
Y3 (18 points) Are children making expected or better progress basis on EYFS score		Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
	FSM	68%	66%	82%	FSM	75%	67%	83%	FSM	73%	64%	73%
	non-FSM	88%	88%	92%	non-FSM	80%	67%	80%	non-FSM	76%	76%	79%
Y4 (21 points) Are children making expected or better progress based on EYFS score		Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
	FSM	75%	65%	65%	FSM	76%	65%	76%	FSM	82%	69%	81%
	non-FSM	86%	79%	86%	non-FSM	85%	85%	85%	non-FSM	89%	81%	85%
Y5 (24 points) Are children making expected or better progress based on EYFS score		Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
	FSM	96%	91%	100%	FSM	76%	67%	76%	FSM	80%	65%	75%
	non-FSM	100%	100%	100%	non-FSM	78%	70%	85%	non-FSM	89%	74%	78%
Y6 (27 points) Are children making expected or better progress based on EYFS score		Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
	FSM	100%	100%	100%	FSM	100%	100%	100%	FSM	100%	91%	100%
	non-FSM	100%	100%	100%	non-FSM	100%	100%	100%	non-FSM	100%	100%	100%

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 2013-2014

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?
	£104000					
Employment of additional support staff: Oracy + increase	£31000	New	Key St1 groups but concentrating on identified PP needing additional Oracy work New post – Teacher I.C.	Increase Oracy skills to aid overall literacy skills	Oracy worker - measured through Sp & Listen +Quality of writing outcomes	see Outcome of school Action Plans
Family support worker hours x 5	£12000	New	Oracy Intense focus on group of children with poor attendance (FSM)	Improved attendance with resulting improved levels of achievement	Learning support Assistants + senior staff –attendance outcomes	
Behaviour support ass (interventions) Additional tutor time(before/after school)	£25000 £33000	New New	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	see statistical results
Class trips (based on 36% FSM)	£3600	Continued	All year groups	Extend FSM pupils' experiences		

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	15%							
	Non-FSM	79%			Non-FSM	85%							
Y1 (12 points) Are children making expected or better progress based on EYFS score	27%FSM	Reading	Writing	Maths	22%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	35%FSM	Reading	Writing	Maths		Reading	Writing	Maths	
	FSM	67	67	67	FSM	64	57	71	FSM	75%	69%	69%	
	Non-FSM	92	92	92	Non-FSM	97	97	97	Non-FSM	97%	97%	97%	
Y3 (18 points) Are children making expected or better progress basis on EYFS score	30%FSM	Reading	Writing	Maths	40%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	38%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	42%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	47% FSM	Reading	Writing	Maths		Reading	Writing	Maths	
	FSM	100	91	100	FSM	90	90	95	FSM	95%	91%	91%	
	Non-FSM	100	100	100	Non-FSM	96	93	93	Non-FSM	100%	100%	100%	

Where are the gaps (other eligible groups)?

Predicted outcomes in 2015

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 2014-2015

Pupil Premium used for?	Amount allocated to the intervention or action £138500	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?
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	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	Learning support Assistants + senior staff –attendance outcomes	
Behaviour support ass x 2 (interventions) Additional tutor time (before/after school)	£28000 £35000	Continued 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

Pupil Premium Information

Amount of Pupil Premium funding		
2014 - 2015	£138,500	30% fsm (47% fsm yr6)
2015 - 2016	£134,640	29% fsm (41% pp yr 6)

Percentage of FSM pupils (inc over last 6 years)	2013- 2014	2014 - 2015	2015-2016		
Number of FSM pupils eligible for pupil premium	104	100	93		
Number of looked after pupils eligible for pupil premium	2	1	1		
Number of service children eligible for pupil premium	3	2	1		

Where are the gaps?		Use Raise for 2014 and internal data for current Y6					
Year 6 (41) PP etc 17 Non-PP 24 Total 41	2015 gap between FSM & non-FSM %	2015 National Differences FSM & Non-FSM %	2016 predicted outcomes for FSM %	2016 predicted outcomes for non-FSM %	2016 predicted gap %	Comments/ Contextual info	
Attainment: L4+ Reading	-5.0%	+3.0%					
Writing	-5.0%	NIL					
SPAG	NIL	+6.0%					
Attainment: L4+ mathematics	-5.0%	NIL					
APS: Reading	-0.75%	+0.5%					
APS: Writing	-1.09%	+0.1%					
APS: SPAG	-0.38%	NIL					
APS: Mathematics	-0.72%	-0.2%				2015APS for maths decreased over 14	
Achievement: Expected progress Reading	+14.0%	+10.0%					
Achievement: Expected progress Writing	NIL	+3.0%					
Achievement: More than expected progress Reading	-17%	+11.0%				2015 significantly higher	
Achievement: More than expected progress Writing	NIL	+7.0%					
Achievement: Expected progress maths	-16%	NIL					
Achievement: More than expected progress maths	+7.0%	+20.0%				2015 outcome significantly higher	
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?

	2015 data (outcomes)				2016 (predicted)				2016 (outcomes)							
EYFS Working at expected level or above (national)	FSM	21%			FSM	15%			Non-FSM	79%			Non-FSM	85%		
Y1 (12 points) Are children making expected or better progress based on EYFS score	27%FSM	Reading	Writing	Maths	17%FSM	Reading	Writing	Maths	FSM	Reading	Writing	Maths	Non-FSM	Reading	Writing	Maths
Y2 (15 points) Are children making expected or better progress based on EYFS score	34%FSM	Reading	Writing	Maths	27%FSM	Reading	Writing	Maths	FSM	Reading	Writing	Maths	Non-FSM	Reading	Writing	Maths
Y3 (18 points) Are children making expected or better progress basis on EYFS score	30%FSM	Reading	Writing	Maths	34%FSM	Reading	Writing	Maths	FSM	Reading	Writing	Maths	Non-FSM	Reading	Writing	Maths
Y4 (21 points) Are children making expected or better progress based on EYFS score	39%FSM	Reading	Writing	Maths	30%FSM	Reading	Writing	Maths	FSM	Reading	Writing	Maths	Non-FSM	Reading	Writing	Maths
Y5 (24 points) Are children making expected or better progress based on EYFS score	41%FSM	Reading	Writing	Maths	39%FSM	Reading	Writing	Maths	FSM	Reading	Writing	Maths	Non-FSM	Reading	Writing	Maths
Y6 (27 points) Are children making expected or better progress based on EYFS score	47%FSM	Reading	Writing	Maths	41% FSM	Reading	Writing	Maths	FSM	Reading	Writing	Maths	Non-FSM	Reading	Writing	Maths

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Planning and evaluation 2015-2016

Pupil Premium used for?	Amount allocated to the intervention or action £134,640	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?
Employment of additional support staff: Oracy + increase	£56640	Continued	Key St1 groups but concentrating on identified PP needing additional Oracy work Continue to fund 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	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	Learning support Assistants + senior staff –attendance outcomes	
Behaviour support ass x 2 (interventions) Additional tutor time (before/after school)	£28000 £35000	Continued 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