

Pupil Premium Information

Amount of Pupil Premium funding		
2015 - 2016	£134,640	29% PP (41% pp yr 6)
2016- 2017	£136,840	27% PP (36% pp yr 6)

Percentage of FSM pupils (inc over last 6 years)			2014 - 2015	2015-2016	2016-2017		
Number of FSM pupils eligible for pupil premium			100	93	86		
Number of looked after pupils eligible for pupil premium			1	1	1		
Number of service children eligible for pupil premium			2	1	1		
Where are the gaps?							
Year 6 (42)		2016	2016	2017	2017	2017	Comments/ Contextual info
PP etc 15 36%		gap between	National	predicted	predicted	predicted	
Non-PP 24		PP &	Differences	outcomes	outcomes for	gap	
Total 43		non-PP	PP &	for PP	non- PP		
			Non- PP				
% achieving expected standards in:			%	%	%	%	
Reading			-8%	N/A	93.0%	81.5%	+11.5
Writing			-9%	N/A	93.0%	70.3%	+22.7
Mathematics			-4%	N/A	93.0%	77.7%	+15.3
Average scaled score in Reading			-4.7	-8.9			
Average scaled score in Writing			N/A	N/A			
Average scaled score in Mathematics			-4.4	-3.4			
% achieving high level of attainment in:							
Reading			-8%	N/A	20.0%	26.0%	-6.0
Writing			-7%	N/A	13.3%	14.8%	-1.5
Mathematics			-28%	N/A	13.3%	22.2%	-8.9
% achieving national standards in combined subjects (reading, writing, maths)			-18%	N/A	6.6%	7.4%	-0.8
Attendance			N/A	N/A			
Persistent absence			N/A	N/A			

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?

	2016 data (outcomes)				2017 (predicted)				2017 (outcomes)			
EYFS Working at expected level or above (national)					PP 15%				Non-PP 85%			
Y1 Are children making expected or better progress based on EYFS score	PP	Reading 71%	Writing 71%	Maths 71%	%PP	Reading 70%	Writing 70%	Maths 70%	PP	Reading	Writing	Maths
	Non-PP	90%	90%	90%	Non-PP	74%	76%	74%	Non-PP			
Y2 Are children making expected or better progress based on EYFS score	PP	Reading 22%	Writing 11%	Maths 11%	%PP	Reading 67%	Writing 33%	Maths 56%	PP	Reading	Writing	Maths
	Non-PP	87%	84%	85%	Non-PP	80%	70%	78%	Non-PP			
Y3 Are children making expected or better progress basis on EYFS score	PP	Reading 67%	Writing 40%	Maths 67%	%PP	Reading 20%	Writing 30%	Maths 20%	PP	Reading	Writing	Maths
	Non-PP	58%	32%	67%	Non-PP	78%	70%	73%	Non-PP			
Y4 Are children making expected or better progress based on EYFS score	PP	Reading 65%	Writing 40%	Maths 55%	%PP	Reading 67%	Writing 67%	Maths 60%	PP	Reading	Writing	Maths
	Non-PP	87%	74%	68%	Non-PP	69%	71%	69%	Non-PP			
Y5 Are children making expected or better progress based on EYFS score	PP	Reading 67%	Writing 47%	Maths 73%	%PP	Reading 67%	Writing 67%	Maths 76%	PP	Reading	Writing	Maths
	Non-PP	67%	70%	78%	Non-PP	90%	83%	90%	Non-PP			
Y6 Are children making expected or better progress based on EYFS score	PP	Reading 81%	Writing 69%	Maths 81%	%PP	Reading 88%	Writing 88%	Maths 88%	PP	Reading	Writing	Maths
	Non-PP	89%	78%	85%	Non-PP	80%	73%	81%	Non-PP			

Where are the gaps (other eligible groups)?

Predicted outcomes in 2017

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.

Main Barriers to Learning:	Poor oracy & literacy skills Poor attendance with some children Behaviour Issues with some children
Aims:	SEF/SDP clearly identifies our teaching and learning organisation as our main strategy for narrowing the gap between PP achievement and non-PP 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
Evidence	See statistical information showing pupil progress in relevant groups

Planning and evaluation 2016-2017						
Pupil Premium used for?	Amount allocated to intervention or action £136,840	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	£58840	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	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 (PP)	Remove behaviour as a barrier to learning Compared with the National picture, narrowing the gap between PP and non PP achievement by the time children leave our school	Senior staff to monitor. N.C. assessment outcomes to establish levels of success.	see statistical results

The school's pupil premium strategy is reviewed annually.

