



## Pupil Premium Impact Analysis: 2014/2015

Financial Year	Amount of Pupil Premium Funding
2012 -2013	£74,014
2013 – 2014	£8,100
2014 – 2015	£170,300
2015-2016	£180,420

Financial Year	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
<b>Number of FSM (Ever 6)</b>	117 @ £623 = £72,891	9 @ £900 = £8,100	131 @ £1300 = £170,300	
<b>Number of Looked After Children</b>	1 @ £623 = £623	-	-	
<b>Number of Service Children</b>	-	-	-	
<b>Number of Children in Adoptive Care</b>	-	-	-	
<b>Total</b>	+ catch up funding £500 £74,010	£8,100	£170,300	



## Pupil Premium Impact Analysis: 2014/2015

<b>Year 6 Gap Analysis</b>	<b>2012 gap between PPC and non PPC</b>	<b>2013 gap between PPC and non PPC</b>	<b>2014 gap between PPC and non PPC</b>	<b>2015 predicted outcome for PPC</b>	<b>2015 predicted outcome for non PPC</b>	<b>2015 predicted gap</b>
<b>Attainment – L4+ Reading</b>	-22%	+13%	+36%	75%	82%	-7%
<b>Attainment – L4+ Writing</b>	-14%	-24%	-9%	88%	91%	-3%
<b>Attainment – L4+ Maths</b>	-29%	-16%	+36%	88%	91%	-3%
<b>Attainment – L4+ CRWM</b>						
<b>Average Points Score - Reading</b>	-2.5	+1.3	+1.8	26.5	26.1	+0.4
<b>Average Points Score - Writing</b>	-2.3	-2.3	-2.3	26.2	26.9	-0.7
<b>Average Points Score – Maths</b>	-5.0	-3.7	+3.6	25.8	26.4	-0.6
<b>Achievement: Expected Progress Reading</b>	No Data	+23%	+17%	75%	91%	-16%
<b>Achievement: Exceeding Expected Progress Reading</b>	No Data	+16%	Both groups 0	13% (2 children)	18% (2 children)	-5%
<b>Achievement: Expected Progress Writing</b>	No Data	=	-7%	81%	100%	-19%
<b>Achievement: Exceeding Expected Progress Writing</b>	No Data	=	-73%	19% (3 children)	36% (4 children)	-17%
<b>Achievement: Expected Progress Maths</b>	-25%	-38%	+30%	88%	91%	-12%
<b>Achievement: Exceeding Expected Progress Maths</b>						
<b>Attendance</b>						
<b>Persistent Absence</b>	4.7%	5.4%				
<b>Fixed Term Exclusions</b>						



## Pupil Premium Impact Analysis: 2014/2015

### Year Groups

### Where are the gaps in other year groups

#### Early Years

*Data taken from Annual Review*

Only 30% of all children achieved a good level of development, which is 20% lower than LA data. No children are exceeding in all prime areas or literacy and maths. Accelerated progress is essential and those in receipt of PPG will be closely monitored.

#### Year 1 (progress from EYs and phonic screening)

*Data taken from RAISEonline*

50% of children eligible for PPG achieved the expected standard in the phonics screening. This was 21% behind the rest of the cohort and significantly, 13% lower than similar pupils nationally. It must be noted that this includes data from the children in the IASC and so for a more accurate picture a clear overview of the 18 children is needed. Those who did not achieve the expected standard to be closely monitored throughout Y2.

#### Year 2 (consider predicted end of KS1 results as well as current data)

*Data taken from RAISEonline*

Phonic testing retakes: 80% of children retaking who are in receipt of PPG achieved the expected standard. This is 13% more than the remainder of the cohort and 20% ahead of similar pupils nationally. The one child who did not pass at this attempt will be closely monitored throughout Y3. In terms of average point score PPC are exceeding the points score of other children in the cohort (reading +1.1, writing +1.1, maths +2.1) This is clearly a strength to be closely monitored in the transition to Y3. Core subject indicator show 50% achieved 2B compared to 38% of the remaining cohort and virtually on track with LA data (51%). PPC also performed well at L3 with 11% in reading, maths and science, which equals or exceeds LA data. Within maths, speaking and listening and science they out performed the remaining cohort, however fell behind in reading, writing and science. Writing at L3 is a concern as no PPC achieved L3, which directly affects CRWM at L3. Writing progress and targeted intervention to be closely monitored within Y3 and with the transition to the new national Curriculum.

#### Year 3

*Data taken from school tracking system*

19 children within the cohort are eligible for PPG, representing 49%. Of those 15 are on track to achieve CRWM based on L4, this equates to 88% compared to 68% of the remaining cohort. It must be noted that this is based heavily on predictions and will need to be closely monitored and reassessed throughout the transition to the new curriculum. Of the children not on track 66% are PPC and will have their interventions closely monitored for impact and accelerated progress.

#### Year 4

*Data taken from school tracking system*

On leaving Y4, for the 9 PP children we have KS1 data for: 100% are on track to make expected progress in reading; 91% in writing; 73% in maths. (Based on progress to the end of KS2). This is based on assessment levels and is prior to the transition to the new National Curriculum expectations. Gaps that will occur during this transition process will need to be plugged and close monitoring of target intervention to take place. Of the two children whose KS1 data we do not have are both SEND and significantly below age related expectations.

#### Year 5

*Data taken from school tracking system*

At the end of Y5 it appears that progress has taken place. A further baseline assessment at the start of Y6 using standardised tests, gave a very different picture. Following a detailed analysis of these results, the class was split into two smaller groups for all English and Maths lessons, with the additional teacher providing bespoke intervention on an afternoon. This decision was made to enable accelerated progress to take place.



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### Reflective Questions

**To what extent are the strengths and priorities suggested by this data clearly evident in the SEF and SIP?**

- Development of outdoor learning within EYs
- Develop opportunities to read and write during play in EYs
- CPD EYs
- Development of assessment and tracking procedures (SPrinT)
- Half termly Pupil Progress Meetings, to develop impact and rapid progress
- Focus on accessing specialist support to aid learners
- Multi agency support to address behaviour needs and to promote rapid progress
- Nurture Groups to address emotional and social needs
- Develop learning environments
- Regular monitoring and evidence gathering to develop good/outstanding teachers
- Analysis, review and action on attendance – follow up target letters and meetings to improve attendance.

**Which strengths are not reflected in the self-evaluation?**

**Which priorities are not reflected in the school improvement plan?**

- Focus on PPC, exceeding expected progress within writing



## Pupil Premium Impact Analysis: 2014/2015

### Planning and Evaluation: 2014/2015

Pupil Premium used for:	Amount allocated to the intervention / action	Is this new or continued activity / cost centre	Brief summary of the intervention or action, including year groups, pupils involved and timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for PP? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Will this be repeated, note any changes to support improvement.



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Additional Teaching Assistant – Early Years	£20,930					
0.5 Deputy Headteacher: Pupil Lead	£28,000		Whole School Focus. See additional action plan.			
Additional Teacher: Lower KS2	£40,000		This allows for three smaller classes across Y3,3/4&4. This reduction in class size will allow for more focused support to be given to the children to generate progress.			



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Learning Mentor	£14,696	To support and address PPC with social and emotional needs. To provide support away from the classroom. To develop the use of the outside areas during break-time.
PSA / Attendance / Safe Guarding	£21,316	
1 Class Set iPads	£7,900	
Curriculum Reading	£6,000	
1 to 1 support	£2,500	
Inclusion to enable access curriculum enrichment	£5,000	Funding to guarantee that all PPC access the enrichment needs of the curriculum and education is not affected by the



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Additional funding  
to be utilised for  
targeted  
intervention.

£34,078

ability to pay.  
Based on previous  
experience and  
analysis, the PP  
need can alter  
significantly as the  
year progress. This  
provide school with  
the flexibility to  
provide additional  
intervention support  
in whatever form as  
needed.