

Fleggburgh School – Pupil Premium Grant 2015/16

(Allocation 2015/16 = £24,820)

Pupil Premium 2015/16

In 2015/16 we have received Pupil Premium of £24,820 funding in the financial year. (including allocations for Looked After Pupils)

As in previous years the Governing Body and school staff used the funding to support the employment of specialist teaching assistants, able to deliver one to one and small group intervention support to targeted pupils – and to reduce adult to child ratios within the classroom – see previous reports

Objectives:

Achievement of Pupils

- To close / narrow the gap between FSM and non FSM children in school and with their peers nationally
- To continue to provide early targeted intervention for underperforming groups as identified through Target Tracker data – including those in receipt of PPG – including new / additional support
- Analyse progress of Teacher Focus Group (those children in receipt of PPG and Ever 6 pupils) termly for the causes of under achievement and through the Appraisal process

Quality of Teaching

- To ensure never less than good / outstanding teaching for those children in receipt of PPG
- Teaching Assistants are highly trained and understand and use Formative Assessment Strategies

Behaviour and Safety

- Attendance / punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally

Leadership and Management

- Ensure high quality early intervention from experienced teaching staff
- Analyse progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance
- Identify children in receipt of FSM to all staff and track their progress and provision
- Appointed Pupil Premium Champion to oversee provision and impact, reporting to SMT, HT, Governing Body and Parents
- Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions

Success Criteria:

Achievement of Pupils

- Pupils make at least expected year on year progress of 3 APS in KS 2 and meet / exceed national year group expectations in all areas and exceed floor standards (monitored using Target tracker) (year 2/6 achieve Expected Levels in assessments and tests or above where appropriate) – Summer 2015
- % pupils (FSM/Ever 6) attaining Expected level at end of Key Stage is in line with National cohort and school cohort – gaps narrowed
- Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated
- Analysis of this cohort using Target Tracker demonstrates a closing / narrowing of the gap with peers in school and nationally

Quality of Teaching

- Teaching to be never less than good–aiming for outstanding – using target tracker / lesson observations (linked to Appraisal process) to evaluate impact
- Targeted intervention for underperforming groups to take place including those in receipt of Use of Formative Assessment strategies embedded and

impacting on quality of teaching and thus progress of children – linked to Appraisal process

- Targeted early intervention (FS/KS1) in reading, writing and maths

Behaviour and Safety

- If attendance / punctuality and behaviour of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor / parenting support
- Senior Leadership Team to monitor cohort half termly within classes to assess impact of intervention or work with class teachers to address any issues in performance
- Senior Leadership Team to track additional information and direct resources appropriately based on outcomes using Individual Pupil Tracker. Areas: attendance, parental attendance at consultations, involvement in extra – curricular activities

Leadership and Management

- Action plan identifies provision and expected impact
- Appointed staff including HLTAs act as advocate and is able to carefully track progress and impact of intervention strategies
- Ian Ashman our curriculum governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact of pupil premium spend in school at end of Key Stage for cohorts
- Senior Leaders to collate information regarding progress and impact across range of interventions and activities offered to this cohort.

We are currently using our pupils premium to:

- Provide targeted early intervention for children underperforming in Maths in receipt of FSM / PPG
- Provide targeted early intervention for children underperforming in English in receipt of FSM / PPG including RWI model x daily
- Reception, Year 1 and Year 2 additional phonics support at least 2 x weekly

- Provide targeted intervention for children underperforming in English / Maths (year 6) in receipt of FSM / PPG (as identified by target tracker in Years 5 / 6):
- Provide access to full range of educational experiences:
- Subsidise enrichment and engagement activities
- Teaching: Use Formative Assessment strategies – including effective personalised feedback / TA support
- Teaching to be never less than ‘good’ across the school.
- Termly moderation activities
- Behaviour and Safety: Vulnerable children discussed within pupil progress meetings to identify those in receipt of PPG
- Attendance analysed by FSM / PPG

Impact 2015/16

Outcomes for pupils in receipt of Pupil Premium 2015/16

Phonics Screening – Year 1/2

- % of pupils that met the expected standard in phonics screening in Year 1
 - 4 children undertook phonics screening – of which 3 achieved expected level – 75%
 - Lower % of boys achieved expected standard than girls (50%/100%) – 2 boys/2 girls
 - 100% disadvantaged pupils achieved expected standard – considerable increase from 2014 where 25% disadvantaged pupils met expected standard.

End of Key Stage 1 outcomes for pupils:

- 10 pupils – of which 3 (30% SEND – SEN support/ASEN) –
- 5 pupils 50% of cohort in receipt of pupil premium

Outcomes

- Reading – external moderation by LA
 - FSM = 50% of cohort – Average Points Score (APS) = 16.2 – above national 15.2:

Priorities for 2016-17 – Reading – continue to ensure that children have opportunity to experience stories, reading support for all pupils, targeted opportunities to discuss books, reading at age appropriate level) – continued support for pupils with SEN/Pupil Premium

- Writing – external moderation by LA
 - Significantly narrowed gap between national and school APS – from -4.3 to -0.1 – 4.4 APS increase from 2014 to 2015 = 2 sub-level improvement
 - Disadvantaged pupils exceeded national APS – 15.4 (14.0)

Priorities for 2016/17 – need to maintain focus on writing, ensuring pupils meet expected standards at end of KS in 2016; ensure broad writing opportunities, number of genre etc – improve accuracy of spelling

- Maths – external moderation by LA
 - All pupils – 16.8 – national (16.4) – above national, increase from previous year
 - FSM again exceeded Non FSM in school – FSM exceeded national APS (17.4/15.2)

2016/17 – school priorities –at least good teaching in maths; effective differentiation; targeted support for SEND pupils – PP pupils supported with challenge – use of small Y3/4 group teaching to support extending learning opportunities.

End of Key Stage 2 outcomes:

- Cohort = 10 children – 4 boys/6 girls
- 2 pupils in receipt of Pupil Premium Entitlement

Reading – Level 4 school result - **90% National - 89%**

- FSM/disadvantaged pupils – 100% Level 4 above national
- Level 5 outcomes for Pupil Premium pupils – 100% level 5 well above National levels

Writing – Level 4 school result – 100%: National 87%

- FSM/Disadvantaged – 100% level 4 above national
- Level 5 outcomes for Pupil Premium Pupils – 50% above national Level 5 average 37%

Maths – Level 4 school result – 100%: National 87%

- 100% - FSM/disadvantaged pupils - + national
- Level 5 outcomes – 50% well above national

Priorities for 2016/17 relate to outcomes within new national curriculum – raised expectations on all pupils.

Teaching and Learning in school remains at least Good – children are well supported, targeted Learning plans are in place for all pupils as required. Regular analysis of data and tracking information, ensures targeted pupils are regularly supported with personalised learning needs. Examples of Interventions and support used in school:

- Sound Discovery – targeted Wave 2/3 spelling support
- Star spell – daily support for targeted spelling strategies and groups
- Daily reading support – use of TA to support engagement with reading for targeted groups

Attendance in school 2015/16

- All pupils
- Attendance for Pupils in Receipt of Pupil Premium