

Pupil Premium Spending and Impact Academic Year 2015-2016

Number of children in receipt of Pupil Premium – 11 (2015-16 budget)

Service Children- 3

Allocation Received

10 x £1300 (FSM)

1 x £1900 (LAfC)

3 x £300 (Service Children)

Total Received £15,200

Summary of spending allocation:

- Funding for free trips, including residential trips. (for those currently on FSM or within last 6 months)
- Funding for free after school clubs (for those currently on FSM or within last 6 months)
- TA time for delivering precision one to one teaching & small group intervention sessions.
- Funding for a teacher to work on feedback and targeted sessions- Summer Term
- Targeted resources- Numicon Maths Resources, Reading Interventions Programmes- Word Wasp and Hornet

Impact

Attendance for Academic Year 2015-16 for disadvantaged pupils is well above the national average at 98.3% and above the school's non-disadvantaged pupil's attendance figure of 97.7%

End of Key Stage 2 Attainment for Disadvantaged Pupils

Disadvantaged pupils in Y6 accounted for 21% of the cohort. (3/14)

One of the three children has a specific diagnosed special educational need.

Reading: 33% reached the expected standard (1/3)

Writing: 100% reached the expected standard (3/3)

Maths: 100% reached the expected standard (3/3)

33% of Pupil Premium Funded Pupils reached the expected standard in reading, writing & maths.

End of Key Stage 1 Attainment for Disadvantaged Pupils

Disadvantaged pupils in Y2 accounted for 12.5% of the cohort. (2/16)

Reading: 50% reached the expected standard (1/2)

Writing: 100% reached the expected standard (2/2)

Maths: 100% reached the expected standard (2/2)

End of Reception Attainment for Disadvantaged Pupils

There are no disadvantaged pupils in Reception.

Action Points Arising:

The % reaching the expected standard in reading was below the national average this year at end of KS2, which differs greatly from previous years where it has been above. The reading test in particular was significantly more difficult and although two of our PP pupils reached the expected standard, according to teacher assessment evidence across the year, they did not achieve this in the test.

The teaching of reading across the school will be a focus for The School Development Plan for 2016-17 as we ensure that we prepare children for this more rigorous test.

Action is required on:

- Developing children's skimming and scanning skills for quick accurate retrieval of information within a limited time.
- Introduction of PEE (Point, Evidence, Explanation), to help children with the skills of answering more complex analytical questions and their ability to record this succinctly in written form.
- Improve children's exposure to a wide variety of vocabulary and their ability to explain meanings as well as the author's intention in choosing specific words for effect.