

# Looking Back

Data demonstrates that the outcomes for disadvantaged children fall short of expected for both attainment and achievement. In light of this the newly appointed head of school has reviewed how PP funds will be spent in 2016-2017- once plans are in place an URGENT external review of the action plan and impact will be undertaken.

**Spend during the period September 2015 to August 2016: Please see the pupil premium plan created by previous heads of school.**

Total number of pupils on roll

129 with 38% of children eligible for the Pupil Premium ( this has changed significantly through the year as number on roll rose to 160

Amount of Pupil Premium\* received per pupil £1,026 (1£385.71 for 2016)

\*This is now called Disadvantaged Pupils Premium. It includes pupils who were eligible for free school meals (FSM) at any point during the last six years and children looked after (CLA). CLA are pupils who have been looked after continuously for six months ( $\geq 183$  days) during the year and are aged between five and fifteen. The data do not cover those children looked after under respite care.

Total amount of Pupil Premium received

\*\*Includes additional deprivation annual allocation + service children and looked-after children supplement.

## **How did we spend this funding? (2015/2016)**

Employed an additional teacher 1 day a week in maths to support the development of mastery

Discontinued mix-year aged group (historically mixed Year 3/4 and 5/6)

Year 5 and 6 reduced class sizes to enable accelerated progress.

Continued to provide each year group with a teaching assistant every afternoon to support personalised intervention programmes and allow independent and personalised learning.

Continued to employ additional Special Needs Assistants across the school, in classes during the morning and working on specific programmes & interventions during the afternoons based on the SEN provision map.

Continued to employ ELSA (Emotional Literacy Support Assistant) for group and individual pupil support.

Continued to dedicate a proportion of Assistant head time to further enhance school family links and lead the ELSA

Continued to dedicate a proportion of Headteacher time to further booster provisions after school

Provided financial support to those eligible for Pupil Premium for new uniform.

**Summary of school's performance data:**

Source:

Raise on line 2014

Raise on line 2015

Raise on line 2016

**Phonics – Year 1**

	School	National	Difference
Pass 2014 whole cohort	65%	74%	-9%
Pass 2014 disadvantaged	0%	63%	-63%
Pass 2015 whole cohort	57%	77%	-20
Pass 2015 disadvantaged	50%	66%	-16
Pass 2016 whole cohort	70%	81%	-11
Pass 2016 disadvantaged	100%	70%	+30
School pass 2014 disadvantaged	0%		
School pass 2015 disadvantaged	50%		
Difference 2014 to 2015	+50%		
School pass 2015 disadvantaged	50%		
School pass 2016 disadvantaged	100%		
Difference 2015 to 2016	+50%		



### Key Stage 1 – Year 2 Results READING

Reading overall	School	National							
Disadvantaged 2015	12	15.2	-3.2						
Reading broken down into levels	2b+			2a+			3		
	School	National	Diff	School	National	Diff	School	National	Diff
All 2015	65%	82%	-17%	59%	59%	0%	41%	32%	+9%

### 2016 Data

Year 2	Reading		National		Difference Between national and school
	All pupils %	Disad/PP pupils %	All	Dis	
Pupils did not reach expected	71	91	26	22	-69
Pupils achieving expected+	29	9	74	78	-69
Pupils achieving greater depth	0	0	24	27	-27

- 2014 information unavailable.
- Disadvantaged pupils show a gap (as well as non-disadvantaged) in both 2015 and 2016 for reading.
- Whilst 2016 data cannot be directly compared, there is still a gap that needs addressing in Key stage 1 reading.
- In 2016 no pupils (including those that are disadvantaged) achieved a level of greater depth.



### Key Stage 1 – Year 2 Results WRITING

<b>Writing Overall</b>	School	National							
Disadvantaged 2015	12.5	14	-1.5						
<b>Reading broken down to levels</b>	<b>2b+</b>			<b>2a+</b>			<b>3</b>		
	School	National	Diff	School	National	Diff	School	National	Diff
All 2015	71%	72%	+2%	59%	41%	+18%	18%	18%	0%

### 2016 Data

Year 2	WRITING		National		Difference Between national and school
	All pupils %	Disad/PP pupils %	All	Dis	
Pupils did not reach expected	86	91	35	30	-61
Pupils achieving expected+	14	9	65	70	-61
Pupils achieving greater depth	0	0	13	16	-16

- 2014 information unavailable. 2015 writing data shows some positive differences.
- Disadvantaged pupils show a gap in both 2015 and 2016 for writing.
- Whilst 2016 data cannot be directly compared, there is still a gap that needs addressing in Key stage 1 writing and the gap has increased when compared to national between 2015 and 2016.
- In 2016 no pupils (including those that are disadvantaged) achieved a level of greater depth.

## Key Stage 1 – Year 2 Results MATHS

<b>Maths Overall</b>	School	National							
Disadvantaged 2015	16.5	15.1	+1.4						
<b>Maths broken down to levels</b>	<b>2b+</b>			<b>2a+</b>			<b>3</b>		
	School	National	Diff	School	National	Diff	School	National	Diff
All 2015	71%	82%	-11%	47%	55%	-8%	18%	26%	-8%

## 2016 Data

Year 2	MATHS		National		Difference
	All pupils %	Disad/PP pupils %	All	Dis	Between national and school
Pupils did not reach expected	64	91	67	23	-68
Pupils achieving expected+	36	9	73	77	-68
Pupils achieving greater depth	0	0	18	20	-20

- 2014 information unavailable.
- Disadvantaged pupils shows a positive a gap 2015 for maths.
- The gap for disadvantaged pupils is larger in 2016. However this cannot be directly compared.
- In 2016 no pupils (including those that are disadvantaged) achieved a level of greater depth in maths.

Summary of KS1 Results 2014 & 2015 -



	Reading		National / Dis Gap	Writing		National / Dis Gap	Maths		National / Dis Gap
	School	National		School	National		School	National	
Disadvantaged 2015 APS	12	15.2	-3.2	12.5	14	-1.5	16.5	15.1	+1.4
Disadvantaged 2016 2016 meeting expected	9%	78%	-69%	9	70%	-61%	9%	77%	-68%

*The school's performance data at Key stage 1 for all subjects indicates that attainment and progress for disadvantaged pupils is not improving, and that gaps are not closing, but rather widening. Without making direct comparisons with 2016 data gaps appear larger and of greater concern for end of KS1 results.*

#### Key Stage 2 Reading

Reading	KS2		
	School	National	Difference
All school 2015	28	29.0	-1
Disadvantaged 2015	27	27.6	-0.6

#### 2016 Data

Year 6	Reading		National		Difference
	All pupils %	Disad/PPpupils %	All pupils %	Disad/PPpupils %	Between national and school
Pupils did not reach expected	21	31	44	29	-2

Pupils achieving expected+	69	67	66	71	-4
pupils achieving greater depth	13	17	19	23	-6

- Disadvantaged pupils show improvements in KS2 reading from 2014-2015. In 2015 the gap is closed and there is a positive difference for PP pupils.
- In 2016 the difference has not been diminished particularly evident as no pupils achieved greater depth. Within the school pupils premium children are outperforming the cohort.

#### Key Stage 2 Writing

Writing	KS2		Difference
	School	National	
All school 2015	23.6	28.2	-4.6
Disadvantaged 2015	23	26.6	-3.6

#### 2016 Data

Year 6	Writing		National		Difference Between national and school
	All pupils %	Disad/PPpupils %	All pupils %	Disad/PPpupils %	
Pupils did not reach expected	37	50	26	21	-29
Pupils achieving expected+	63	50	74	79	-29
Pupils achieving greater depth	0	0	15	18	-18

- Disadvantaged pupils show improvements in KS2 Writing from 2014-2015.
  - In 2016 the difference has not been diminished. Results for all and PP are very similar.

### Key Stage 2 Maths

Maths	KS2		
	School	National	Difference
All school 2015	26.3	29	-2.7
Disadvantaged 2015	25	27.3	-2.3

### 2016 Data

Year 6	Maths		National		Difference
	All pupils %	Disad/PPpupils %	All pupils %	Disad/PPpupils %	Between national and school
Pupils did not reach expected	44	50	30	25	-25
Pupils achieving expected+	56	50	70	75	-25
Pupils achieving greater depth	6	0	17	20	-20

- Disadvantaged pupils in 2014 and 2015 the gap is closed and there is a positive difference for PP pupils.
- In 2016 the difference has not been diminished. Results for all and PP are very similar

### Key Stage 2 EGPS

EGPS	KS2		
	School	National	Difference
All school 2014 APS		28.6	+1.3
All school 2015 APS	27.7	29.1	-1.4
All school 2016 % reaching expected	69%	72%	-3
Disadvantaged 2015 APS	27	27.5	-0.5
Disadvantaged 2016 % reaching expected	50%	78%	-28%

- EGPS shows a positive picture over the last few years.

Summary of KS2 data

	Reading		National / Dis Gap	Writing		National / Dis Gap	Maths		National / Dis Gap	EGPS		National / Dis Gap
	School	National		School	National		School	National		School	National	
Disadvantaged 2015 APS	27	27.6	-0.6	23	26.6	-3.6	25	27.3	-2.3	27	27.5	-0.5
Disadvantaged 2016 meeting expected	67	71%	-4	50	79%	-29%	50	75%	-25%	50	78%	-28%

**The school's performance data at Key stage 2 for reading, writing and maths indicates that attainment and progress for disadvantaged pupils improved when compared to national in 2014-2015. In 2016 there are sizable gaps between disadvantaged pupils when compared to national.**



**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

























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