

## Pupil Premium Report 2016 Analysis

Our school receives additional funding via the Pupil Premium to help ensure that all groups of children have the opportunity to achieve well. Funding is linked to the number of pupils who are eligible to receive free school meals or are 'Looked After' or belong to 'Service Families.' This does not include those in receipt of Universal Free School Meals in Key Stage 1.

The DfE guidance states that schools are free to spend their Pupil Premium allocation as they see fit since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they also remind schools that they are accountable for the impact of this spending.

The purpose of this report is to inform parents, carers and governors how much pupil premium the school received for 2015-16, how it was spent and the impact it had on pupils' achievement. The report also explains how the pupil premium for 2016-2017 has been allocated.

Sledmere Primary School is located in the heart of the village, (62.5%) live within the catchment area. A further 37.5 % live outside of our catchment area.

We currently have 6.25% of children who attract the Pupil Premium. There are 1.56% of our children who claim free school meals and we have no children with EAL. A small minority of parents choose not to register their entitlement. As a result some of the support funded by our Pupil Premium will benefit all children.

Rigorous assessment and tracking procedures are in place at Sledmere Primary School which enables us to quickly identify any children who are not making the progress expected. Data analysis is robust and is available for individual, cohorts and groups of children.

We are mindful of the importance of not confusing entitlement with ability as the Pupil Premium is an entitlement to ensure that all eligible children make the progress and reach the standards they are capable of.

### Summary Of The Main Barriers To Educational Achievement Faced By Eligible Pupils In The School

- Home circumstance
- Social and emotional needs
- SEND
- Attendance

How will the school measure the impact and effect of its expenditure of the PP allocation?

- Half termly data analysis and tracking
- Pupil / Teacher interviews
- PP pupils and tracking identified in SIP

### At Sledmere Primary School

We ensure that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Pupil Premium funding is allocated from April to March.

Evaluation of Pupil Premium 2015-2016 £13,178

| <b>Resource</b>   | <b>Intended Impact</b>                                    |
|---|---|
| Higher level of staffing across school facilitating targeted and focused support. | Children are taught in small class sizes with TA support. |

|   |   |
|---|---|
| HLTA intervention groups and support.   | Ensure that PP pupils achieve higher than similar pupils nationally and close the gap between these pupils and their peers in school<br>Drive improvements in achievement at the end of Key Stage 1<br>Improvement in attainment in phonics at Y1 |
| Visits / Out of school activities   | SMSC development<br>Access to activities where cost or transport is prohibitive   |
| Targeted support for pupils in KS2 in reading, writing and mathematics – 1 teacher and 1 TA | Accelerated progress in reading, writing and mathematics  |

### What impact has this spending had? End of EYFS – Good Level of Development

| 2016 |          |              |                              |
|------|----------|--------------|------------------------------|
| All  | PP - GLD | Non PP - GLD | In school gap of achievement |
| 61%  | 0%       | %            | -49                          |
| 61%  | 45%      | 64%          | -19                          |

Figures red relate to 2016 national data

Children in EYFs achieve in-line with National at a GLD. Pupil Premium pupils do not and are significantly behind their peers.

### Year 1 Phonics Check

|        | 2016 - School<br>% of Y1 children meeting required standard | 2015 – National<br>% of Y1 children meeting required standard |
|--------|---|---|
| PP     | 100%  | 66%   |
| Others | 63%   | 77%   |

End of Key Stage 1 Outcomes July 2016

| Subject     |             | National                |        | Above National |         |
|-------------|-------------|-------------------------|--------|----------------|---------|
|             |             | PP (No PP Pupils In Y2) | Others | PP             | Others  |
| Reading     | School 2016 | 0                       | 83%    | 0              | 17%     |
|             | National    | 0                       | TBC    | 0              | No data |
| Writing     | School 2016 | 0                       | 67%    | 0              | 17%     |
|             | National    | 0                       | TBC    | 0              | No data |
| Mathematics | School 2016 | 0                       | 83%    | 0              | 17%     |
|             | National    | 0                       | TBC    | 0              | No data |

End of Key Stage 2 Outcomes July 2016

| Subject     |               | National    |        | Above National |                  |
|-------------|---------------|-------------|--------|----------------|------------------|
|             |               | PP Sledmere | Others | PP             | Others           |
| Reading     | School 2016   | 75%         | 90%    | 0              | 30%              |
|             | National 2016 | 53%         | 66%    |                | No data from DFE |
| Writing     | School 2016   |             | 60%    | 0              | 0%               |
|             | National 2016 |             |        |                | No data from DFE |
| Mathematics | School 2016   | 75%         | 50%    | 0              | 9%               |
|             | National 2016 | 58%         | 70%    |                | No data from DFE |
| RWM         | School 2016   | 0%          | %      | 0              | 25%              |
|             | National 2016 | 39%         | 53%    |                | No data from DFE |
| GPS         | School 2016   | 25%         | 60%    | 0              | 10%              |
|             | National 2016 | 64%         | 72%    |                | No data from DFE |

**The impact of the PPG for 2015/16:**

*a) PP pupils achieved in-line or above other pupils Nationally.*

*One PP child was not entered for the tests.*

*PP pupils outperformed their peers in Maths but underperformed in GPS.*

Our School Improvement plan identifies children who attract the Pupil Premium and this is analysed for each year group every half term to ensure we track each child in relation to all pupils.

**Pupil Premium 2016 – 2017 £8,500**

| Resource   | Intended Impact  | Cost           |
|--|--|----------------|
| <p><b>Early Morning Intervention Clubs:</b><br/>           Focused intervention on Maths and English skills<br/>           Small group support<br/>           Additional support to that provided within the school day.</p> | <p>Secure high rates of attendance – siblings accommodated within breakfast club.<br/>           Identified children ready to learn<br/>           Opportunity to provide small group tuition<br/>           Fluency in reading and Maths<br/>           Contact with parents on a regular basis</p> | <p>£1,044</p>  |
| <p><b>Staffing:</b><br/>           Teaching Assistant to support PP children in extra provision groups</p>   | <p>Further close the gap between boys and girls and between those who attract the Pupil Premium and 'others.'<br/>           To increase the % of pupils working at National</p>   | <p>£13,237</p> |

