

Pupil Premium: Evaluation - 2015-16

Pupil Premium Funding in 2015-16: £128,700

Winton's Pupil Premium Strategy

Pupil Premium funding is used to benefit all pupil premium children and supports the more able pupils as well as those who are underachieving, by enhancing core provision as well as extending and deepening opportunities for learning beyond the core provision on offer. At Winton we will be using the indicator of those eligible for FSM to ensure that Pupil Premium Funding has the intended impact, but given the schools context, we are also mindful that we may have many pupils who are equally disadvantaged (as a result of family situations or challenging circumstances) who may not meet the criteria for pupil premium, but are just as deserving of support. Therefore, we ensure that our support mechanisms and strategies can, where required, similarly benefit whole cohorts of pupils as well as other identified vulnerable groups and individuals, to ensure all our pupils are given the best possible opportunity to achieve highly.

At Winton our high proportions of FSM pupils have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending, which is targeted as follows:

Using specialist or specific support to improve overall provision	Securing the progress of targeted learners	Minimising the impact of barriers to learning
<ul style="list-style-type: none"> ➤ Initiatives to improve quality-first teaching in line with school priorities and the needs of pupils which have been established through analysis of assessment information. ➤ Targeted support in key year groups to ensure cohorts of pupils make excellent progress to expected levels or above, including more able, underachieving and disadvantaged pupils ➤ Additional provision and support for Y2 and Y6 to secure good or outstanding progress in preparation for National Tests. 	<ul style="list-style-type: none"> ➤ Targeted interventions utilising the "Inclusion for Achievement Team" to support all vulnerable or underachieving pupils to make good or outstanding progress. ➤ Assessment information is used effectively and regularly, through reviews of pupils' progress, to strategically plan for provision and the deployment of skilled additional adults to provide support for targeted pupils and groups of pupils. Evaluations of interventions, including those funded by the pupil premium, consistently show that these are of a high quality and are having a very positive impact on overcoming barriers and supporting underachieving pupils to make progress. ➤ These interventions are also those which are based on clear evidence of their effectiveness, research-based approaches and have proven impact. 	<ul style="list-style-type: none"> ➤ Deployment of the learning mentor and other key staff to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance. ➤ Tailored support for key vulnerable pupils, including pupils with emotional needs and with involvement from Children's Social Care. ➤ Opportunities for all pupils, including disadvantaged pupils, to engage in activities which enrich their experience of the arts and increase cultural capital, including: musical instrument tuition; Performing Arts Experiences (including turning school into a production company for one week each year).

Summary Evaluation

Outcomes in the Early Years Foundation Stage

Overall breakdown of progress of significant groups (from baseline at start of reception)

Table showing progress of pupils linked to the 'age bands' within Development Matters.	Metric for Progress in Early Years																																																																														
<table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th colspan="6" style="background-color: #e0e0e0;">Average of 17 Selected Subjects</th> </tr> <tr> <th></th> <th>No.</th> <th>%</th> <th>Nur Sum2</th> <th>Rec Sum2</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>36</td> <td>100.0</td> <td>27.3</td> <td>34.7</td> <td style="background-color: #90ee90;">7.4</td> </tr> <tr> <td>Males</td> <td>17</td> <td>47.2</td> <td>26.6</td> <td>33.9</td> <td style="background-color: #90ee90;">7.3</td> </tr> <tr> <td>Females</td> <td>19</td> <td>52.8</td> <td>27.9</td> <td>35.3</td> <td style="background-color: #90ee90;">7.4</td> </tr> <tr> <td>In Care</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>FSM</td> <td>14</td> <td>38.9</td> <td>26.6</td> <td>34.3</td> <td style="background-color: #90ee90;">7.7</td> </tr> <tr> <td>Not FSM</td> <td>22</td> <td>61.1</td> <td>27.8</td> <td>34.9</td> <td style="background-color: #90ee90;">7.1</td> </tr> <tr> <td>SEN Support</td> <td>8</td> <td>22.2</td> <td>23.3</td> <td>33.0</td> <td style="background-color: #90ee90;">9.6</td> </tr> <tr> <td>Education, health and care plan</td> <td>1</td> <td>2.8</td> <td>20.2</td> <td>28.2</td> <td style="background-color: #90ee90;">7.9</td> </tr> <tr> <td>Not SEN</td> <td>27</td> <td>75.0</td> <td>28.8</td> <td>35.5</td> <td style="background-color: #90ee90;">6.7</td> </tr> <tr> <td>First Language English</td> <td>12</td> <td>33.3</td> <td>28.4</td> <td>35.6</td> <td style="background-color: #90ee90;">7.2</td> </tr> <tr> <td>First Language Not English</td> <td>24</td> <td>66.7</td> <td>26.7</td> <td>34.2</td> <td style="background-color: #90ee90;">7.5</td> </tr> </tbody> </table>	Average of 17 Selected Subjects							No.	%	Nur Sum2	Rec Sum2	Progress	All Pupils	36	100.0	27.3	34.7	7.4	Males	17	47.2	26.6	33.9	7.3	Females	19	52.8	27.9	35.3	7.4	In Care	0	0				FSM	14	38.9	26.6	34.3	7.7	Not FSM	22	61.1	27.8	34.9	7.1	SEN Support	8	22.2	23.3	33.0	9.6	Education, health and care plan	1	2.8	20.2	28.2	7.9	Not SEN	27	75.0	28.8	35.5	6.7	First Language English	12	33.3	28.4	35.6	7.2	First Language Not English	24	66.7	26.7	34.2	7.5	<ul style="list-style-type: none"> Below 4 steps: Less than 'expected' progress for the cohort, indicating that too many pupils are not making enough progress. Between 4 to 6 steps: The cohort has broadly made 'expected' progress. However, if the score is on the lower end of the scale, care should be taken to identify individual pupils who have made less than expected progress; or those pupils with low starting points who still need to make better progress to catch up with their peers. There may still be a risk that too many pupils are not making enough progress. Above 6 steps: Better than expected progress.
Average of 17 Selected Subjects																																																																															
	No.	%	Nur Sum2	Rec Sum2	Progress																																																																										
All Pupils	36	100.0	27.3	34.7	7.4																																																																										
Males	17	47.2	26.6	33.9	7.3																																																																										
Females	19	52.8	27.9	35.3	7.4																																																																										
In Care	0	0																																																																													
FSM	14	38.9	26.6	34.3	7.7																																																																										
Not FSM	22	61.1	27.8	34.9	7.1																																																																										
SEN Support	8	22.2	23.3	33.0	9.6																																																																										
Education, health and care plan	1	2.8	20.2	28.2	7.9																																																																										
Not SEN	27	75.0	28.8	35.5	6.7																																																																										
First Language English	12	33.3	28.4	35.6	7.2																																																																										
First Language Not English	24	66.7	26.7	34.2	7.5																																																																										
<p>Explanation</p> <ul style="list-style-type: none"> Look at the progress column on the far right of the table. This shows the 'steps' of progress that different pupil groups have made over the past year. Pupils are expected to make 4 to 6 "steps of progress through the 'development matters' age related bands to make 'expected' progress. Therefore, an average of between 4 to 6 steps of progress would typically indicate that the great majority of pupils are making the progress that is expected of them. However, at Winton, high proportions of pupils enter the school with knowledge and skills which are below or well below those typical for their age. Therefore, we seek to ensure that pupils make 'better than expected' progress in our Early Years to ensure that any children who are behind are given the best possible chance to catch up with other pupils or with the expected levels for their age group. <i>This table shows that overall pupils are making better than expected progress. In 2015-16 this has resulted in the proportion of pupils achieving a 'Good Level of Development' (GLD) being above the national average (Winton: 74% National: 69%)</i> <i>The proportion of Pupil Premium achieving GLD was 65% (compared to only 24% working at age related expectations upon entry to the Reception year – indicating that a large proportion of pupils made accelerated progress to achieve age related expectations)</i> <i>The proportion of FSM/Pupil Premium Pupils who make strong progress is at least comparable to (and slightly better than) that of non-FSM pupils.</i> 																																																																															

Outcomes in Key Stage 1: Phonics Screening

Year 1							Year 2 (Cumulative)						
	2014		2015		2016			2014		2015		2016	
	School	National	School	National	School	National		School	National	School	National	School	National
All Pupils	81%	74%	90%	77%	90%	81%	All Pupils	-	-	96%	90%	96%	91%
Pupil Premium	80%	63%	83%	66%	93%	70%	Pupil Premium	-	-	100%	84%	100%	86%
Other (non-PP)	83%	78%	100%	80%	87%	83%	Other (non-PP)	-	-	92%	92%	89%	93%

The above assessment information shows that:

- Pupils have achieved consistently highly over time in the Year 1 Phonics Screening and the Year 2 Re-Screening.
- In 2015, where pupil premium pupils achieved less well than other pupils at the school in the Y1 phonics screen (though still better than other pupils nationally), these pupils caught up and 100% of pupils had passed by the end of Year 2.
- In 2016, pupils eligible for the Pupil Premium achieved just as well as other pupils, both within the school and nationally. They achieved significantly better than Pupil Premium pupils nationally.

Outcomes in Key Stage 1: Year 2 - 2015-16 *(Please note that in evaluating outcomes, the most weight should be given to 'progress')*

KS1 Attainment

Reading						Writing						Mathematics					
"Expected" Level			"Deeper" Level			"Expected" Level			"Deeper" Level			"Expected" Level			"Deeper" Level		
Winton PP	Winton Non-PP	National Non-PP	Winton PP	Winton Non-PP	National Non-PP	Winton PP	Winton Non-PP	National	Winton PP	Winton Non-PP	National Non-PP	Winton PP	Winton Non-PP	National	Winton PP	Winton Non-PP	National
88%	78%	78%	19%	44%	27%	81%	89%	70%	19%	33%	16%	94%	78%	77%	19%	44%	20%

The above assessment information shows that:

- In Reading, Writing and Mathematics, pupils eligible for Pupil Premium outperform other pupils at expected levels, including other pupils nationally.
- There are lower proportions of Pupil Premium Pupils working at "Deeper" levels (more able) in Reading. However, it should be noted that all pupils who achieved 'exceeding' in EYFS successfully did still achieve a 'deeper' level at the end of KS1. Schools assessments show that whilst fewer disadvantaged pupils achieved at the 'higher' levels, they still made very strong progress in Year 2 in order to gain these results in the new National Curriculum tests (see progress)
- In Writing and Maths, the proportion of Pupil Premium pupils working at 'deeper' levels are still comparable to (or greater than) that of 'other' pupils nationally.
- This represents a strong overall profile of attainment for pupils eligible for Pupil Premium Funding.

KS1 Progress

These charts show the progress of the Year 2 cohort in 2015-16 against assessments linked to the new national curriculum. For more information on this assessment system, see below (Summary Explanation of 'Steps' Progress in the New Assessment System).

Reading			Writing			Mathematics		
	6 Steps Progress (Expected)	7 Steps Progress (Accelerated)		6 Steps Progress (Expected)	7 Steps Progress (Accelerated)		6 Steps Progress (Expected)	7 Steps Progress (Accelerated)
All Pupils	96%	28%	All Pupils	100%	48%	All Pupils	96%	44%
Pupil Premium	100%	43%	Pupil Premium	100%	71%	Pupil Premium	100%	57%
'Other' (non-PP)	94%	22%	'Other' (non-PP)	100%	39%	'Other' (non-PP)	94%	39%

The above assessment information shows that:

- High proportions of pupils in Year 2 made expected progress and also accelerated progress. As a result of high levels of accelerated progress (7 steps), many pupils were able to catch up from low starting points at the start of the year to achieve age expected levels or better.
- The progress of pupils eligible for Pupil Premium was in-line with that of other pupils at the school; and the proportion of Pupil Premium pupils making accelerated progress was greater than that of other pupils, indicating that they substantial progress was made so that they could catch up and achieve as highly as their peers.

Outcomes in Key Stage 2: Year 6 - 2015-16

(Please note that in evaluating outcomes, the most weight should be given to 'progress')

KS2 Attainment

Reading						Writing						Mathematics*					
"Expected" Level			"Higher" Level			"Expected" Level			"Higher" Level			"Expected" Level			"Higher" Level		
Winton PP	Winton Non-PP	National Non-PP	Winton PP	Winton Non-PP	National Non-PP	Winton PP	Winton Non-PP	National	Winton PP	Winton Non-PP	National Non-PP	Winton PP	Winton Non-PP	National	Winton PP	Winton Non-PP	National Non-PP
81%	88%	71%	14%	25%	23%	86%	88%	79%	19%	38%	18%	90%	90%	75%	19%	0%	20%

The above assessment information shows that:

- In Reading, Writing and Mathematics, pupils eligible for Pupil Premium achieve highly, typically in line with other pupils at the school and more highly than other (non-PP) pupils nationally.
- There are lower proportions of Pupil Premium Pupils who achieved the "higher" levels in the test in Reading, typically due to lower starting points in KS1. However, in Writing and Maths at the higher levels, pupils eligible for Pupil Premium achieved broadly comparably to other (non-PP) nationally.
- Schools assessments show that whilst fewer disadvantaged pupils achieved at the 'higher' levels, they still made very strong progress throughout KS1 (see progress)
- This represents a strong overall profile of attainment for pupils eligible for Pupil Premium Funding.

KS2 Progress

In 2016, progress scores released by the DFE are based around comparisons with the national average.

What do the DFE progress scores mean?

- A progress score of 0 = this is the national average for progress
- A progress score of more than 0 = Better than national average progress
- A progress score below 0 = Lower than national average progress

Winton Overall Progress Scores were as follows:

	Progress Score	Percentile Rank / National Comparisons
Reading	1.8	Top 25% of schools nationally
Writing	3.6	Top 10% of schools nationally
Mathematics	3.3	Top 10% of schools nationally

This indicates that the progress of Winton pupils was higher than the national average in Reading, Writing and Maths. The school was in the top 25% of schools nationally for pupil progress Reading; and in the top 10% for progress in Writing and Mathematics. For Writing and Mathematics, the score was considered to be 'statistically significant'.

Progress of Pupils Eligible for Pupil Premium

Reading		Writing		Mathematics	
All Pupils	Pupil Premium Pupils	All Pupils	Pupil Premium Pupils	All Pupils	Pupil Premium Pupils
1.81	1.67	3.62	3.39	3.29	3.41

- Overall, the progress of pupils eligible for the Pupil Premium is strong and higher than the national average.
- From each starting point, in each subject, where there is a sufficient number of pupils to make a reliable measure (more than 5) the progress of pupils at Winton is greater than that of other pupils nationally. This includes the progress of pupils eligible for the Pupil Premium.

Summary of Cumulative Progress Across the School (in all year groups) – Using the ‘Steps’ System

Summary Explanation of ‘Steps’ Progress in the New Assessment System

“6-Steps Progress”

A pupil who is secure at year group expectations would typically need to make 6 steps each year to remain at ‘secure’ the following year. Similarly, the more-able within each year group would also need to make 6 steps to remain a ‘secure+’ in each year group. The more able would be given additional opportunities to deepen and strengthen their learning by tackling key concepts in different ways.

“7-Steps Progress”

Due to the much higher level of expectations of the new national curriculum, there were many pupils who needed to make ‘accelerated progress’ from lower starting points to catch up with their peers so that they could meet the basic expectation of age related achievement for their year group. Therefore, in 2015-16, a high proportion of pupils were targeted for “7+ Steps Progress”. In addition, some pupils who made “7+ Steps Progress” made accelerated progress from ‘secure’ to working at ‘higher/deeper’ levels within their year group.

Note:

In order to assess each pupil, the school uses a combination of assessment information each term, including test scores, standardised scaled scores, age standardised scores and teacher assessments.

This shows a ‘cumulative analysis’ from all year groups in Key Stage 1 and Key Stage 2 of progress linked to our new assessment system.

6+ Steps Progress

The ‘expected’ level of progress for all pupils to be working at the high expectations for their year group.

	Pupils (%) making 6+ steps progress			
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	127 (100%)	114 (89.8%)	118 (92.9%)	114 (89.8%)
Males	68 (53.5%)	61 (89.7%)	63 (92.6%)	62 (91.2%)
Females	59 (46.5%)	53 (89.8%)	55 (93.2%)	52 (88.1%)
In Care	0 (0%)	0 (0%)	0 (0%)	0 (0%)
FSM	33 (26.0%)	30 (90.9%)	31 (93.9%)	31 (93.9%)
Not FSM	94 (74.0%)	84 (89.4%)	87 (92.6%)	83 (88.3%)
Pupil Premium	78 (61.4%)	71 (91.0%)	73 (93.6%)	71 (91.0%)
Not Pupil Premium	49 (38.6%)	43 (87.8%)	45 (91.8%)	43 (87.8%)
SEN Support	29 (22.8%)	26 (89.7%)	25 (86.2%)	25 (86.2%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	97 (76.4%)	87 (89.7%)	92 (94.8%)	89 (91.8%)
First Language English	37 (29.1%)	33 (89.2%)	33 (89.2%)	31 (83.8%)
First Language Not English	90 (70.9%)	81 (90.0%)	85 (94.4%)	83 (92.2%)

The above assessment information shows that:

- A very high proportion of pupils, across all subjects, made the ‘minimum’ required progress of ‘6 steps’ in order to achieve well within our current assessment system.
- This indicates a strong picture of overall progress, with no significant disparities between different pupil groups.
- The progress of pupils in receipt of Pupil Premium is broadly comparable to (and slightly better than) that of non-Pupil Premium Pupils.

7+ Steps Progress

For those pupils who were behind and needed to ‘catch up’ to work at the expectations for their year group. Or for those pupils who were working at the expected level but have made excellent progress and are now working at higher levels.

	Pupils (%) making 7+ steps progress			
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	127 (100%)	52 (40.9%)	62 (48.8%)	61 (48.0%)
Males	68 (53.5%)	29 (42.6%)	34 (50.0%)	32 (47.1%)
Females	59 (46.5%)	23 (39.0%)	28 (47.5%)	29 (49.2%)
In Care	0 (0%)	0 (0%)	0 (0%)	0 (0%)
FSM	34 (26.8%)	16 (47.1%)	19 (55.9%)	17 (50.0%)
Not FSM	93 (73.2%)	36 (38.7%)	43 (46.2%)	44 (47.3%)
Pupil Premium	78 (61.4%)	33 (42.3%)	41 (52.6%)	40 (51.3%)
Not Pupil Premium	49 (38.6%)	19 (38.8%)	21 (42.9%)	21 (42.9%)
SEN Support	29 (22.8%)	15 (51.7%)	19 (65.5%)	15 (51.7%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	97 (76.4%)	37 (38.1%)	42 (43.3%)	46 (47.4%)
EAL	81 (63.8%)	34 (42.0%)	42 (51.9%)	42 (51.9%)
Not EAL	46 (36.2%)	18 (39.1%)	20 (43.5%)	19 (41.3%)

The above assessment information shows that:

- The proportion of pupils making ‘accelerated’ progress (including those pupils from lower starting points who need to catch up) is high. The school has been successful in helping pupils who were not meeting the expectations for their year group to catch up.
- The progress of pupils in receipt of the Pupil Premium is broadly comparable to (and slightly better than) that of non-Pupil Premium Pupils.

Summary of Expenditure 2015-16

(Targeted Pupil Premium Funding is highlighted in Yellow)

Area of Focus

Using specialist or specific support to improve provision

Specific Interventions	Summary of Impact	Cost																
<p>DHT targeted support in Year 6 (4 x Mornings per week) to support Year 6 pupils to reach the new, more challenging "expected level" at the end of the year, particularly for disadvantaged pupils and those pupils who are behind and need to catch up.</p>	<p>Year 6 pupils made outstanding progress throughout the year, including Pupil Premium pupils. The progress of Pupil Premium and non-Pupil Premium pupils was broadly similar overall.</p> <p><u>Attainment and Progress in Reading, Writing and Maths for 'Pupil Premium' Pupils Compared to 'Other' Pupils Nationally</u></p> <table border="1" data-bbox="568 655 1872 868"> <thead> <tr> <th></th> <th>% Pupil Premium pupils at age expected at start of year (school's own assessments)</th> <th>% Pupil Premium pupils at age expected at end of year in KS2 Tests</th> <th>% of Non-PP nationally at age expected at end of year in KS2 tests.</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>81%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>86%</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>21%</td> <td>90%</td> <td>77%</td> </tr> </tbody> </table> <p>Pupil Premium pupils achieved more highly at expected levels than both Pupil Premium and Non-Pupil Premium pupils nationally.</p> <p><i>See overview of KS2 Attainment and Achievement (above) for further details</i></p>		% Pupil Premium pupils at age expected at start of year (school's own assessments)	% Pupil Premium pupils at age expected at end of year in KS2 Tests	% of Non-PP nationally at age expected at end of year in KS2 tests.	Reading	17%	81%	78%	Writing	13%	86%	70%	Maths	21%	90%	77%	<p>£24,996 (DHT time pro-rata)</p> <p>(Targeted Pupil Premium Funding)</p>
	% Pupil Premium pupils at age expected at start of year (school's own assessments)	% Pupil Premium pupils at age expected at end of year in KS2 Tests	% of Non-PP nationally at age expected at end of year in KS2 tests.															
Reading	17%	81%	78%															
Writing	13%	86%	70%															
Maths	21%	90%	77%															
<p>Daily Guided Reading Support from AHT in Y6</p>	<p><u>Guided Reading</u></p> <p>Additional support during Guided Reading sessions had a significant impact on standards in Reading and the quality of reading provision in the class, as demonstrated by the attainment and progress data.</p> <p>6 pupils who were well below the age-expected level at the start of the year were supported. 5 out of the 6 pupils achieved the age expected level in Reading at the end of the year in the new National Curriculum tests.</p>	<p>£3,749</p>																
<p>Targeted 1:1 and Small Group Year 6 Tutorials After School</p>	<ul style="list-style-type: none"> 16 pupils targeted for additional support in order to achieve the 'expected' level in the new more difficult KS2 National Curriculum tests. 14 of these pupils achieved the expected level in the test. Of these pupils, 11 were in the receipt of Pupil Premium and 10 achieved the 'expected' level in the tests. This contributed significantly to the school's overall results in KS2 whereby the proportion of pupils achieving expected levels were significantly higher than national average. 	<p>£3,500</p>																

<p>NUMICON</p> <p>Whole staff CPD linked to Numicon (incorporating Singapore maths) in order to particularly support pupils with their confidence in concepts of number.</p>	<p>The introduction of Numicon has had a significant impact on the quality of learning and achievement in Maths across the school. In each year group, there were clear gains in the proportions of pupils working at expected levels.</p> <table border="1" data-bbox="564 194 1720 577"> <thead> <tr> <th></th> <th>% of Pupils at 'Secure' age expected <u>at end of Previous Year</u></th> <th>% of Pupils at 'Secure' age expected at end of Current Year</th> <th>Gain in proportion of pupils working within age expected band?</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>No NC Comparison (GLD: 54%)</td> <td>62%</td> <td>Y (8% since Spring 1)</td> </tr> <tr> <td>Year 2</td> <td>62%</td> <td>88%</td> <td>Y (26%)</td> </tr> <tr> <td>Year 3</td> <td>71%</td> <td>76% <i>*Test Result: 90%</i></td> <td>Y (15%)</td> </tr> <tr> <td>Year 4</td> <td>23%</td> <td>79%</td> <td>Y (56%)</td> </tr> <tr> <td>Year 5</td> <td>47%</td> <td>56% <i>*Test result: 81%</i></td> <td>Y (9%)</td> </tr> <tr> <td>Year 6</td> <td>20%</td> <td>93%</td> <td>Y (73%)</td> </tr> </tbody> </table> <p>In addition, there is strong evidence in pupils' books of the highly effective use of numicon in order to support learning in Maths.</p>		% of Pupils at 'Secure' age expected <u>at end of Previous Year</u>	% of Pupils at 'Secure' age expected at end of Current Year	Gain in proportion of pupils working within age expected band?	Year 1	No NC Comparison (GLD: 54%)	62%	Y (8% since Spring 1)	Year 2	62%	88%	Y (26%)	Year 3	71%	76% <i>*Test Result: 90%</i>	Y (15%)	Year 4	23%	79%	Y (56%)	Year 5	47%	56% <i>*Test result: 81%</i>	Y (9%)	Year 6	20%	93%	Y (73%)	<p>£9,000</p>
	% of Pupils at 'Secure' age expected <u>at end of Previous Year</u>	% of Pupils at 'Secure' age expected at end of Current Year	Gain in proportion of pupils working within age expected band?																											
Year 1	No NC Comparison (GLD: 54%)	62%	Y (8% since Spring 1)																											
Year 2	62%	88%	Y (26%)																											
Year 3	71%	76% <i>*Test Result: 90%</i>	Y (15%)																											
Year 4	23%	79%	Y (56%)																											
Year 5	47%	56% <i>*Test result: 81%</i>	Y (9%)																											
Year 6	20%	93%	Y (73%)																											
<p>Maths Easter School for Year 6 – 1 week additional Maths classes for Year 6 pupils – taught by Y6 teacher and Maths Leader. This was particularly targeted at underperforming or disadvantaged pupils, who needed extra support to secure 'Expected' level in the test.</p> <p>Year 6 Extended day on Thursday ('My Maths' Breakfast club and after school homework club)</p>	<p>In Maths, pupils eligible for Pupil Premium Achieved</p> <table border="1" data-bbox="564 753 1877 865"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Expected Levels</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table> <p><i>*NB: This is expected to increase to 93% when validated test data is released.</i></p> <p>11 Pupils were targeted through Easter School to achieve the 'expected level' in Mathematics. 10 out of the 11 pupils were successful and achieved a Scaled Score of over 100 to achieve the 'expected' level.</p>		All Pupils	Pupil Premium	Non-Pupil Premium	Expected Levels	90%	90%	90%	<p>£2,000</p> <p>£700</p>																				
	All Pupils	Pupil Premium	Non-Pupil Premium																											
Expected Levels	90%	90%	90%																											

Area of Focus

Securing the progress of targeted learners

Specific Interventions	Summary of Impact	Cost				
<p>Reading Catch-Up for 8 pupils who struggle with reading from Y2 to Y6.</p>	<p>These pupils had previously made insufficient progress in Reading. As a result of the intervention pupils made consistently strong progress and significant improvements in their reading age.</p> <p>Cumulative information for 8 pupils:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Average amount of time on Catch-Up Literacy Programme</th> <th style="text-align: left;">Average gain in number of 'Months' progress in Reading age from start to end of intervention</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">11.25 months</td> <td style="text-align: center;">37.5%</td> </tr> </tbody> </table> <p>Therefore, pupils improved their reading age <u>3 times faster</u> than the actual amount of time spent on the intervention. This represents excellent progress.</p>	Average amount of time on Catch-Up Literacy Programme	Average gain in number of 'Months' progress in Reading age from start to end of intervention	11.25 months	37.5%	<p>(Targeted Pupil Premium Funding)</p> <p>Annual cost of Inclusion for Achievement Team (Responsible for delivering targeted interventions for disadvantaged and underachieving pupils): £129,495</p>
Average amount of time on Catch-Up Literacy Programme	Average gain in number of 'Months' progress in Reading age from start to end of intervention					
11.25 months	37.5%					
<p>'Socially Speaking' group Social Communication programme for 9 pupils with social, emotional and behavioural needs, complex speech, language and social interaction needs.</p>	<p><u>Socially Speaking Group – Year 4 (3 Pupils)</u></p> <p>Pupils on the Socially Speaking programme supported by the learning mentor and a teaching assistant.</p> <p>Pupils have been observed as being more engaged in lessons and making improved contributions during lessons.</p> <p>In addition, we also take into account the contribution of Socially Speaking to the quality and progress made in children's writing. All three pupils made accelerated progress from low starting points in order to catch up.</p> <p>Average 'steps' progress in Writing for these pupils: 7.3 steps ('expected' progress: 6 steps)</p>	<p>(Total cost of Targeted Pupil Premium Funding to focus on PP priorities) – staff appointed for delivery of interventions £90,000</p>				
<p>Phonics Groups for 14 Year 1 pupils at risk of not passing Phonics Screening</p>	<p><u>Targeted Phonics Groups (14 pupils)</u></p> <p>Letters and Sounds programme tailored in small groups to meet the needs of pupils who have made slow progress in linking and letters and sounds to support reading and writing. Some individual pupils also received targeted 1:1 support. These pupils were at risk of failing the phonics screening check.</p>					

13 out of 14 pupils in this group passed the phonics screening check. The other pupil has complex learning needs and made very good progress from their starting points (from a score of 4 to a score of 15).

The overall impact on the cohort is that once again the school has achieved results in the phonics screening check which is well above the national average:

School	National (2016)
90%	81%

'Toe by Toe' Toe by Toe' – Intervention for 1 pupils in KS2 with dyslexic tendencies and a specific literacy difficulty (and significant OT needs) struggling to make progress in Reading.

Pupil went from being 'well below' expectations at the end of Year 5 to achieving the 'expected level' in the KS2 Reading SATS test.

End of Year 5	End of Year 6
5B+	6 Secure (Scaled Score: 100)

'Steps' progress in Reading for this pupil: 10 steps ('expected' progress: 6 steps)

Maths "Five Minute Toolbox" Booster for 4 pupils in Y1 who are struggling to retain or have gaps in basic number concepts.

Maths 1:1 Intervention for targeted pupils in Year 1

Four Pupils who did not achieve GLD or the 'expected' level in Maths at the end of Reception. By the end of Year 1:

- 2 of these pupils were achieving at the age expected levels for Maths in year 1
- 2 of these pupils were 'just below' the age expected levels for Maths in year 1, but were closing the gap (assessed at the end of the year a 1W+)

Maths Catch-Up (tried intervention to establish effectiveness) for XXXX pupils, Y2 to Y4. Programme to support learners to catch up who are struggling with the development of key mathematical skills

Maths Catch Up Year 4, 5 and 6 (3 pupils)

These pupils had previously made insufficient progress in Reading. As a result of the intervention pupils made consistently strong progress and significant improvements in their reading age.

Cumulative information for 8 pupils:

Average amount of time on Catch-Up Literacy Programme	Average gain in number of 'Months' progress in Reading age from start to end of intervention
11.25 months	37.5%

Therefore, pupils improved their reading age 3 times faster than the actual amount of time spent on the intervention. This represents excellent progress.

<p>1:1 Support for Year 6 Pupil from Learning Mentor – Test and General Anxiety Management</p>	<p>One Pupil (eligible for PP) struggled with significant levels of anxiety, including in relation to testing. This pupil received ongoing support from Learning Mentor to support her emotional regulation and responses to stress, based on strategies recommended by CAMHs.</p> <p>This pupil made significant progress across the year performed very successfully in National Curriculum tests in Reading and Maths at the end of the Year.</p> <p>Attainment:</p> <table border="1" data-bbox="566 327 1435 427"> <thead> <tr> <th></th> <th>National Curriculum Scaled Score and Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Scaled Score: 114 (Higher Level)</td> </tr> <tr> <td>Maths</td> <td>Scaled Score: 105 (Expected Level)</td> </tr> </tbody> </table> <p>Progress:</p> <table border="1" data-bbox="566 459 1599 632"> <thead> <tr> <th></th> <th>Step Level at end of Y5</th> <th>Step Level at end of Y6</th> <th>Number of Steps Progress (nb: 6 = Expected)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5B</td> <td>6S+</td> <td>11 Steps</td> </tr> <tr> <td>Maths</td> <td>5B</td> <td>6S</td> <td>10 Steps</td> </tr> </tbody> </table>		National Curriculum Scaled Score and Result	Reading	Scaled Score: 114 (Higher Level)	Maths	Scaled Score: 105 (Expected Level)		Step Level at end of Y5	Step Level at end of Y6	Number of Steps Progress (nb: 6 = Expected)	Reading	5B	6S+	11 Steps	Maths	5B	6S	10 Steps	
	National Curriculum Scaled Score and Result																			
Reading	Scaled Score: 114 (Higher Level)																			
Maths	Scaled Score: 105 (Expected Level)																			
	Step Level at end of Y5	Step Level at end of Y6	Number of Steps Progress (nb: 6 = Expected)																	
Reading	5B	6S+	11 Steps																	
Maths	5B	6S	10 Steps																	
<p>Speech and Language intervention to support pupils for whom increased confidence in talking could support writing.</p>	<p>3 pupils who were working below age related expectations in Writing. Two pupils in Year 3 and one pupil in Year 2.</p> <p>Average 'steps' progress in Writing for these pupils: 8 steps ('expected' progress: 6 steps)</p> <p>In addition, these pupils have been observed engaging well in lessons, including opportunities for pupil talk and discussion of learning.</p>																			
<p>HLTA Support and Guardian Volunteer Programme A special reading support programme organised by the HLTA to have positive reading experiences, including with Guardian volunteers, for four pupils who were reluctant readers and below age expected levels.</p>	<p>Four Pupils. 1 Pupil in Year 6. 1 Pupil in year 5. 2 Pupils in Year 3.</p> <p>3 pupils made accelerated progress from their starting point. 1 pupil made expected progress from his starting point.</p> <p>Average 'steps' progress in Reading for these pupils: 8.5 steps ('expected' progress: 6 steps)</p>																			

**EYFS Pupil
Premium
Expenditure –
Contribution
towards staffing
of interventions
(£4,200)**

**EYFS Interventions:
Communication and
Language**

Targeted Speech and Language support for 5 pupils whose starting points for Communication and Language at the start of Reception were below or well below age related expectations; or whereby there were specific concerns in relation to communication and language.

All 5 pupils made considerable progress from their starting points.

Average progress for this group of pupils: 9 steps

	Start of Reception	End of Reception	Steps Progress	Progress Metric for Early Years (Development Matters Statements) Between 4 to 6 steps: The cohort has broadly made 'expected' progress. Above 6 steps: Better than expected progress.
Pupil 1	30-50B+	40-60S	9 Steps	
Pupil 2	30-50S	40-60S	6 Steps	
Pupil 3	22-36B+	30-50S	9 Steps	
Pupil 4	22-36S	40-60W+	11 Steps	
Pupil 5	30-50B	40-60S	10 Steps	

**EYFS Interventions:
Communication and
Language**

"Colourful Semantics" intervention. 3 Sessions Per week for four pupils throughout the school year.

All 4 pupils made considerable progress from their starting points.

Average progress for this group of pupils: 12 steps

	Start of Reception	End of Reception	Steps Progress
Pupil 1	22-36 b	40-60 w+	15 Steps
Pupil 2	30-50 b	40-60 s	10 Steps
Pupil 3	22-36 b	40-60 s	17 Steps
Pupil 4	30-50 b	40-60 w	8 Steps

**EYFS Interventions: Number
and Mathematics**

Targeted interventions for four pupils who had exceptionally low starting points on entry to Reception (including one pupil new to the school).

All 4 pupils made considerable progress from their starting points.

Average progress for this group of pupils: 11.6 steps

	Start of Reception	End of Reception	Steps Progress
Pupil 1	22-36w	30-50s	10 Steps
Pupil 2	22-36b	40-60 w	14 Steps
Pupil 3	22-36 b	40 – 60 w +	15 Steps
Pupil 4	22-36w	30-50 s	8 Steps

Area of Focus

Minimising the impact of barriers to learning

Specific Interventions	Summary of Impact	Cost
<p>Learning Mentor/ Attendance</p> <p>External Education Welfare Officer</p> <p>Learning Mentor's role in relation to attendance has been significantly expanded – this involves monitoring and tracking key pupils, liaison with the EWO, regular meetings with vulnerable families and pupils.</p> <p>Following the closure of the Islington Education Welfare Service, the school also utilises the services of an Education Welfare Officer to support vulnerable families and pupils at risk of persistent absenteeism.</p>	<p><u>Learning Mentor / Attendance:</u></p> <p>This has remained a significant school priority over the past year following the Attendance strategy launched in Summer 2013. As a result of sustained work to improve attendance, the overall attendance figure is dramatically improved compared to the previous years.</p> <p>Attendance in 2012-13: 92.5% Attendance in 2013-14: 95.8% Attendance in 2014-15: 96%</p> <p>In 2015-16, the priority was to embed systems and sustain this improvement, including engagement with vulnerable families and parents of pupils who were persistent absentees.</p> <p>Attendance in 2015-16: 95.9% (Not including Eid) (Attendance including Eid: 95.4%)</p> <p>Whilst the school broadly sustained the improvements of recent years, it did not build on them as strongly as we had planned. In particular, there continues to be an unacceptably high amount of unauthorised holiday. The school now has firm plans in place to address this in 2016-17 in order to seek further improvements.</p> <p>One key issue is that following the closure of the Education Welfare Service, the school did not buy in enough extra capacity in order for the very precise systems to have as much impact as might have been the case. Therefore, there will be additional Pupil Premium funding used in 2016-17 to buy in extra capacity in order to even further improve attendance.</p>	<p>Learning Mentor: Part of Inclusion for Achievement Team</p> <p>EWO Support: £4,500</p>
<p>Learning Mentor – Bespoke support for vulnerable pupils.</p> <p>Supporting vulnerable pupils with SEMH at risk of exclusion or lacking confidence for learning from Y1-Y6.</p>	<p>A range of vulnerable pupils across the school received additional bespoke support from the learning mentor, particularly linked to social skills, anger management and managing their relationships.</p> <p>This includes 1 pupil who was a managed move to this school due to the high risk of permanent exclusion from the previous school. This pupil was involved in an ongoing Circle of Friends intervention group with the Learning Mentor. This pupil has had few behaviour incidents at this school, no fixed term exclusions and there are no concerns that he is currently at risk of exclusion. He has developed increasingly strong learning behaviours to support his success in mainstream education.</p> <p>The Learning Mentor's ongoing support is a key factor in supporting positive behaviour for a wide range of pupils at the school. As noted in the external review of Personal Development, Behaviour and Wellbeing</p>	<p>Part of Inclusion for Achievement Team (see above)</p>

	<p>which took place in Spring 2016:</p> <p><i>"Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings."</i></p>	
<p>Cooking Group and Gardening Group – run by Learning Mentor</p>	<p>Groups which are designed to provide substantial opportunities to develop social relationships, cooperation and problem-solving skills; and also opportunities to develop life skills for pupils identified as being from disadvantaged backgrounds and for whom this would be beneficial.</p> <p>Observations of these activities have shown high levels of engagement and enthusiasm from these pupils during these sessions.</p>	<p>Inclusion for Achievement Team</p>
<p>School Journey (Year 6)</p>	<p><u>School Journey</u></p> <p>Pupil feedback about school journey is overwhelmingly positive about how it supports their team-work, confidence and growth as young people coming to the end of Primary School. It instills the values of the school creed and further promotes Year 6 pupils sense of responsibility towards themselves and each other.</p> <p>As one Y6 pupil previously stated:</p> <p><i>"I cried at parents evening, I didn't feel ready for the (SATS) test. Mrs Brown said you can grow your confidence in Dorset. I learnt teamwork and did scary stuff like abseil and by doing it I go more confident. And then I was more confident in myself when I did my next test."</i></p>	<p>£3000</p>
<p>ADAD Theatre Workshops: – Specialist Workshops for Y6 pupils</p> <ul style="list-style-type: none"> • Drugs Awareness • Anti-Bullying (particularly Cyber-Bullying) 	<p>Effectively raised awareness of Y6 pupils around dangers of illegal drugs, issues around peer pressure and managing risk, decision making and managing challenging relationships with peers (a key issue for pupils in this locality).</p> <p>This plays a key contribution to the schools support for potentially vulnerable pupils given the high levels of disadvantage and potential risks in the area. As noted in an external review of school effectiveness:</p> <p><i>"Pupils have a clear understanding of how to keep themselves safe. They say that they have been taught about road safety and e-safety. They are confident about what they should do if someone calls them names or is unkind to them.</i></p> <p><i>Pupils can accurately describe how to keep themselves healthy. They understand the importance of eating healthily and taking exercise.... They say that bullying and homophobic name-calling is very rare. They firmly believe that if it does occur it will be dealt with by the adults in school."</i></p>	<p>£850</p>
<p>Arts Insight – Performing Arts</p> <p>Inspirational KS2 'whole week' performing arts workshop to develop cooperative life skills in pupils, including providing targeted opportunities for vulnerable pupils to develop talents. School was transformed into a</p>	<p>Substantial opportunities for 'deep learning' and experience which promoted SMSC and high achievement in the performing arts, built around a theme with social and/or cultural significance (in 2016: The environment and carbon footprints).</p> <p>This builds on the excellent progress made in the previous year to develop pupils' performing arts skills.</p> <p>See video evidence: http://videocentralhd.lgfl.org.uk/Play.aspx?id=HOgJRbxXTrSWvY http://bit.ly/2cNOJRM</p>	<p>£4,500</p>

<p>production company for 1 week, with opportunities including: stage management, props department, publicity department, acting and singing.</p>		
<p>Musical Tuition – Performing Arts</p> <p>Pupils in Y3 to 5 given opportunity to learn how to play a musical instrument (recorder, clarinet or violin)</p>	<p>All pupils made good progress in their musical ability, as demonstrated through end of year performance. Some pupils took up greater interest in music as a result.</p> <p>As noted in the external review of school improvement which took place in Spring 2016: <i>“The broad and balanced curriculum is outstanding. The school’s motto, ‘Helping children to make their mark’, is certainly brought to life through the excellent learning opportunities that pupils enjoy. The school has a vibrant curriculum map that builds very effectively on knowledge and skills year on year. An increasing appreciation of the arts and development of pupils’ creativity are now part of the schools’ core offer.”</i></p>	<p>£3,500</p>

Overall Funding for Disadvantaged Pupils 2015-16

<p>Total Targeted Expenditure to support Pupil Premium Priorities:</p>	<p>£160,295 (Additional £24,335 funded by school)*</p>
<p>Early Years Pupil Premium Expenditure</p>	<p>£4,200</p>
<p>Total Pupil Premium allocation:</p>	<p>£135,960</p>

*NB: The high level of additional funding from the school during this academic year was due to a high proportion of Deputy Headteacher time allocated to support Year 6 to meet the substantially higher demands of the new national curriculum tests. The impact of this was that in 2016, the proportion of pupils achieving expected levels or higher for each subject was significantly higher than the national averages.