

# Pupil Premium Grant Impact report 2015-16

Funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds (pupils from families who have claimed free school meals are referred to as 'disadvantaged').



Number of pupils & pupil premium grant (PPG) received	
Total number of pupils on role (census Jan 2015)	340
Total number of pupils eligible for PPG	95 (27.9 %)
Amount PPG received per pupil	£1320.00
Total amount of PPG received	£125400

## Objectives/focus for spending

Close the gap between 'disadvantaged' pupils and 'others' across all year groups, but specifically:

- Continue to increase the proportion of disadvantaged pupils achieving GLD by the end of Reception;
- Increase the proportion of pupils who achieve the expected level in the Y1 phonics test (and address the phonics needs of the Y2 pupils, so the phonics cumulative % by the end of Y2 for disadvantaged pupils is in line with 'others');
- Increase the proportion of disadvantaged pupils achieving above age-related expectations in all subjects at the end of KS1;
- Majority of disadvantaged pupils to be working within age-related expectations by July 2016;
- Meet floor standards at the end of KS2;
- Disadvantaged' pupils to achieve attendance target of 97%.

## Record of PPSG spending by item/project for 2015/16:

Item/Project (and details)	Cost	Objectives	Outcome/Impact
<u>Whole school</u> TLR post to track, monitor and lead staff in meeting the needs of disadvantaged pupils, including direct work with families (20% of a teacher role)	£9,000 + £2700	To track, monitor, evaluate and lead staff in meeting the needs of disadvantaged pupils.	March achievement information shows that gaps are closing/have closed between disadvantaged pupils and others.
<u>Whole school</u> Attendance officer (10% role of office staff).	£1800	To work more closely with SLT, external agencies and families to reduce the % of disadvantaged pupils who have low attendance.	31% of 'disadvantaged' pupils achieve 97% attendance by the end of the Spring term (school overall 47% of pupils achieved 97%)
<u>Whole school</u> Termly attendance awards for pupils (bronze-silver-gold).	£100	To reinforce and reward good attendance	Individual bronze and silver awards for 100% awarded at the end of each term. 100% Spring = 34% 100% Autumn + Spring = 8%
<u>Whole school</u> Additional money for each of the 13 classes to support additional and specific experiences to enhance learning.	£975	Provide relevant, first hand, practical and real experiences that will improve knowledge, understanding and skills whilst also improving engagement and motivation of pupils.	Activities including 'Stone Age' workshop, pottery workshop, Super Learning Day, have all targeted specific areas of learning.

<u>Whole school</u> Numicon resources to further support consistent and practical teaching and learning of maths.	£230	Further improve pupils' access to, and understanding of, maths, through the use of specific and consistent practical resources.	Numicon resources having a significant impact, so more have been purchased than projected (+£1100)
<u>Whole school</u> Reading and spelling resources (to support improvements in the reading scheme and the implementation of RWI).	£3630	Provide teachers and pupils with reading, spelling and grammar material that supports, stimulates and excites high quality learning.	New reading material in place with an overwhelming positive impact and feedback from staff, parents and pupils, with increased levels of interest and engagement in reading
<u>Whole school</u> Access to a counsellor (2hrs/wk x 34 wks)	£1500	Provide identified pupils with support and strategies to help them improve their understanding and management of their emotions and feelings, in order that they are able to focus on learning.	Counsellor in place, and providing essential support for identified pupils.
<u>Whole school</u> Jolly Phonics intervention for pupils who have 'gaps'/poor phonic use. Carried out by TA's in small groups and phase specific (20mins x 3days/wk x 34 wks x 12 TA's).	£4080	Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of phonics.	
<u>Reception</u> Specific, daily guided group support by TA's for phonics and maths (15% of TA's time x 2).	£5100	Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in phonics and maths.	Disadvantaged pupils in Reception (5) are all making at least good progress in phonics and maths
<u>Reception</u> Specific speech and language intervention by TA's (20mins x 3days/wk x 34 wks).	£700	Improve the speech and language of 'disadvantaged' pupils in order that they have improved access to, and improvement in, all areas of learning.	Gaps between disadvantaged and other pupils are closing.
<u>Reception</u> Maths intervention (Ten Town) for pupils who have 'gaps' in their knowledge and understanding (20mins x 3days/wk x 34 wks).	£700	Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of number, shape, space and measures.	100% of disadvantaged pupils are on track to achieve ELG in maths by the end of Reception
<u>Reception</u> 1:1 maths objective led learning by TA's, using practical numicon resources into continuous provision. (10 mins x 5 days/wk x 36 wks x 2 TA's)	£700	Accelerate/catch up: to ensure 'disadvantaged' pupils develop appropriate age-related knowledge, understanding and use of number, shape, space and	Numicon resources having a significant impact, so more have been purchased than projected (+£1100)

		measures. Accelerate the progress of disadvantaged pupils so % of GLD is in line with Nat	
<u>Reception</u>  Increase the outdoor learning opportunities for Maths and English	£500	Provide more opportunities for pupils to independently consolidate, use and apply their mathematical and English skills in the outdoor environment.	Improvements in place in the outdoor area. March data: High proportion of pupils making good or better progress in English and Maths.
<u>Across KS1 (Y1-2)</u>  Specific, daily guided group support by TA for guided reading, writing, phonics and maths support for disadvantaged pupils (10.5hrs/wk x 34 wks x 4 TA's)	£21200	Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in all English and Maths.	Gaps between 'disadvantaged' and 'other' pupils is closing.
<u>Year 2</u>  Maths intervention (Every Child Counts) for pupils who have 'gaps' in their knowledge and understanding (20mins x 3days/wk x 34 wks x 2 TA's).	£680	Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in Maths.	Gaps between 'disadvantaged' and 'other' pupils is closing.
<u>Year 2</u>  English interventions in small groups led by TA's, including handwriting, sentence construction and punctuation (20mins x 3 days/wk x 34 wks x 2 TA's).	£680	Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged pupils and others in English.	Gaps between 'disadvantaged' and 'other' pupils in English is closing.
<u>Year 2</u>  Specific speech and language intervention by TA's (20mins x 3days/wk x 34 wks).	£680	Improve the speech and language of 'disadvantaged' pupils in order that they have improved access to, and improvement in, all areas of learning.	Gaps between 'disadvantaged' and 'other' pupils is closing.
<u>Year 2</u>  Drumming exercise classes (1hr/wk x 20 wks)	£2,000	To improve self- confidence, promote positive attitudes, increase self- motivation and engagement in learning.	Pupils thoroughly enjoying these sessions, and improving self-esteem.
<u>Year 2</u>  Additional TA support to provide targeted support to pupils who have 'gaps' in their maths and English knowledge and understanding (12hrs/wk x 34 wks x 1TA)	£7,000	To check, reinforce and clarify pupils' understanding of learning on a daily basis.	No significant gap between 'disadvantaged' and other pupils, however ARE in Y2 are challenging to achieve, particularly for the lowest attainment groups
<u>Across KS2 (Y3-6)</u>  Specific, daily guided group support by TA for guided reading, writing, RWI and maths support for	£36960	Accelerate the progress of disadvantaged pupils and thereby reduce/close the gap between disadvantaged	March achievement information shows any gaps in R, W and M in Y3 and Y5 have closed,

disadvantaged pupils (10.5hrs/wk x 34 wks x 7 TA's).		pupils and others in all English and Maths.	and in R and M in Y4.
<u>Across KS2 (Y3-6)</u> Additional 1:1 reading for disadvantaged pupils (2hrs/wk x 34 wks x 7 classes).	£4760	Improve reading speed and comprehension, in order to reduce the reading gap between 'disadvantaged' pupils and others.	Reading gaps have closed in Y3, Y4 and Y5 (March achievement information)
<u>Year 3</u> Set up and run a weekly 'Sunshine Club' for 'disadvantaged' pupils (1hr/wk x 36 wks x 2 TA's + resources).	£1700	To improve/increase the self-confidence, attitudes, motivation and social skills of 'disadvantaged' pupils.	Sunshine club in place and being well attended by targeted pupils
<u>Year 3</u> Drumming exercise classes (1hr/wk x 20 wks).	£2,000	To improve self- confidence, promote positive attitudes, increase self- motivation and engagement in learning.	Pupils thoroughly enjoying these sessions, and increases in self-esteem.
<u>Year 3</u> Bolton Music service to provide whole class violin teaching (1.5hrs/wk x 34 wks).	£5950	To use the learning of music instruments to improve pupils abilities to focus, concentrate as well as engage more positively and productively with other aspects of learning (research has shown that learning a musical instrument can have a positive impact upon other areas of learning).	Pupils thoroughly enjoying these sessions.
<u>Year 4</u> Bolton Music service to provide whole class drumming teaching (1 hr/wk x 34 wks).			
<u>Year 6</u> LAC support (access to TA support including 1:1, 15hrs/wk 15 wks- summer term).	£2000	To enable equal access to Maths and English teaching, and therefore accelerate progress to ensure there is no gap between attainment levels by the end of Y6.	Support was a significant factor in helping to ensure that this child was able to access the full curriculum up to the end of Y6.
<u>Year 6</u> Improved teacher:pupil ratios in Year 6, by utilising additional teacher(s) (pm x 4 days/wk x 24 wks)	£10000	Increase teacher:pupil ratio in order to increase impact of quality first teaching	The end of Y6 ARE are particularly challenging, and whilst pupils have clearly benefitted from additional support, a significant number are still below ARE.
<u>Year 6</u> Support pupils residential trip costs.	£1000	Equal access to first hand experiences and enriched curriculum.	56/59 pupils attended, including all 'disadvantaged' pupils

Performance of pupils in receipt of PPG (against the performance of 'other' pupils)

Key:

APS = Average Point Score (points are allocated to different levels eg. L4= 27 points)

VA = Value Added (The measure of progress from KS1 to KS2 - the National average is 100.0)

Expected progress through by the end of KS2 is 2+ levels

	2015		2016	
	Disadvantaged	Other	Disadvantaged	Other
Attendance	Not available	Not available	Not available	Not available

% of pupils Y1-Y6 achieving end of year expectations + - Reading	Attainment gap between 'disadvantaged' pupils and 'others' has decreased. Gaps between 'disadvantaged' pupils and 'others' has closed in Maths and Reading (but not in Writing), particularly in targeted cohorts.			In-school tracking shows that, within most year groups, attainment gaps between 'disadvantaged' pupils and 'others' are reducing.
% of pupils Y1-Y6 achieving end of year expectation + - Writing				
% of pupils Y1-Y6 achieving end of year expectations + - Maths				
No. of pupils in EYFS	9 pupils	42 pupils	6 pupils	36 pupils
EYFS GLD	44%	64%	67%	69%
No. of pupils in Y1	11 pupils	45 pupils	11 pupils	41 pupils
End of Y1 phonics	55%	82%	100%	95%
End of KS1				
No. of pupils in Y2	17 pupils	40 pupils	14 pupils	43 pupils
End of Y2 phonics	94%	93%	93%	90%
% of pupils achieving age related expectations in Writing (L2+)	L2+ 88% L3+ 0% APS 14.1	L2+ 88% L3+ 23% APS 15.7	EXS+ 14% GDS 7%	EXS+ 56% GDS 9%
% of pupils achieving age related expectations in Maths (L2+)	L2+ 94% L3+ 0% APS 15.2	L2+ 90% L3+ 30% APS 16.8	EXS+ 36% GDS 7%	EXS+ 86% GDS 16%
% of pupils achieving age related expectations in Reading (L2+)	L2+ 88% L3+ 12% APS 15.5	L2+ 90% L3+ 28% APS 16.6	EXS+ 29% GDS 7%	EXS+ 72% GDS 14%
End of KS2				
No. of pupils in KS2	9 pupils	22 pupils	17 pupils	39 pupils
% of pupils making expected progress in Reading End of KS2	89% 2+ levels 33% exceeding VA 100.5	95% 2+ levels 27% exceeding VA 100.0	-1.9	-0.7
% of pupils making expected progress in Writing End of KS2	100% 2 levels 36% exceeding VA 100.2	91% 2+ levels 36% exceeding VA 99.3	-7.1	-3.5
% of pupils making expected progress in Maths end of KS2	89% 2+ levels 33% exceeding VA 101.0	100% 2+ levels 55% exceeding VA 101.2	-1.8	2.0
Value added (all subjects)	100.7	100.4	20 pupils	39 pupils
% of pupils achieving age related expectations in Reading (L4+)	L4+ 100% L5+ 44% APS 29.7	L4+ 95% L5+ 55% APS 30.0	EXS+ 45% ASS: 97.2	EXS+ 64% ASS: 102.3
% of pupils achieving age related expectations in Writing (L4+)	L4 89% L5 44% APS 29.0	L4+ 91% L5+ 41% APS = 28.9	EXS+ 35%	EXS+ 59%
% of pupils achieving age related expectations in Maths (L4+)	L4+ 89% L5+ 33% APS 29.0	L4+ 100% L5+ 55% APS 31.1	EXS+ 35% ASS: 98.0	EXS+ 72% ASS: 105.3
% of pupils achieving age related expectations in GAPS (L4+)	L4+ 89% L5+ 56% APS 29.7	L4+ 82% L5+ 59% APS 29.7	EXS+ 50% ASS: 100.4	EXS+ 77% ASS: 104.6
% of pupils achieving age related expectations in English & Maths combined (L4+)	L4+ 78% L5+ 22% APS 29.2	L4+ 91% L5+ 36% APS 30.3	EXS+ 30%	EXS+ 56%

Summary	
Total PPG received	£124500
Total PPG expenditure	£128055
PPG remaining	£0