



West Borough Primary School

Pupil Premium Report for 2015 - 16

The Pupil Premium for disadvantaged children provides additional funding on top of the main funding a school receives. It is allocated in order to ensure that the same opportunities are given to those children who may be vulnerable to underachievement due to their backgrounds. Its purpose is to diminish the difference between disadvantaged children and their peers.

The amount received is dependent on the number of children who are known to be or have been eligible for free school meals (FSM) in last 6 years, the number of Children in Care and the number of pupils from Service families. All schools are required to report on the amount of funding, how this is being used and the impact on learning.

School Leaders and the Governing Body have ensured that our school is tracking the progress of children in receipt of Pupil Premium funding to demonstrate the impact of the Pupil Premium spend. It is for the school to determine how best to use the funding.

| Pupil Premium Funding Received 2015 - 2016 | |
|---|---|
| Number of children on roll eligible for Pupil Premium Funding | 117 |
| Amount of Pupil Premium Funding received | £154,398 including £2387.50 Early Years Pupil Premium |

| Principles |
|--|
| <p>At West Borough Primary School:</p> <ul style="list-style-type: none">• we are committed to providing an appropriate and high quality education to all the children at the school. We believe that all children, including those identified as being socially disadvantaged have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.• we believe that all children should be equally valued in school and work to develop an environment where all children can flourish and feel safe.• we aim to encourage a sense of community and belonging, and to offer new opportunities to learners who may experience difficulties.• learning is organised in order to meet the needs of all children. Some Pupil Premium funding is allocated to enable children to have their needs met within the classroom.• we ensure that appropriate provision is made for children from vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.• we recognise that not all children who receive Pupil Premium funding will be socially disadvantaged and we also recognise that not all children that are disadvantaged meet the criteria for Pupil Premium funding. We carefully track how well Pupil Premium children are achieving as a group compared to their non - Pupil Premium peers and national Pupil Premium children.• not all Pupil Premium children will receive Pupil Premium support at any one time. |

| Main Focus of Pupil Premium Funding Expenditure 2015 - 2016 | |
|---|---|
| Use of Funding | Focus |
| To run booster sessions in English and Maths (HLTAs, specialist teachers) for Year 6 children to increase the progress and attainment of children in KS 2 | <ul style="list-style-type: none"> • Maths and English booster programmes before school, alongside English and Maths class learning, afternoons • Easter School |
| Additional 1:1 and small group intervention programmes in English and Maths | <ul style="list-style-type: none"> • Providing support programmes for disadvantaged pupils with SEN • Pre and post teaching for identified groups |
| For PP children with emotional difficulties to receive targeted interventions to ensure they make progress in their learning | <ul style="list-style-type: none"> • Ensuring children's emotional wellbeing needs are met and enable them to remove barriers to learning and make good progress • Behaviour specialist to work with focus children across the school • Forest School • Funding Educational Psychologist assessments • Lunchtime clubs |
| Qualified Art and Play Therapists to work with some of our vulnerable children | <ul style="list-style-type: none"> • Ensuring our most vulnerable children have the opportunity to explore their feelings and find a positive way forward to be ready to learn |
| Develop ability of PP pupils to concentrate in the mornings. Improve attendance and punctuality | <ul style="list-style-type: none"> • Breakfast Club funded places for disadvantaged pupils |
| Speech and Language TA support | <ul style="list-style-type: none"> • Speech Link & Language Link assessments • 1:1 and small group speech and language support in EYFS and KSI |
| Access to wider opportunities | <ul style="list-style-type: none"> • Bespoke budget for school related activities • after school clubs • music lessons • day trips and residential trips |
| Family Liaison Officer | <ul style="list-style-type: none"> • Highly skilled FLO supporting and challenging our most vulnerable parents |
| Phonics Counts/ Specialist reading Teacher | Phonics booster programme in KSI Providing skilled teaching of reading to pupils in Years 1, 2 and 3 at risk of under achieving to ensure they have opportunities to make accelerated progress towards Age Related Expectations |

Impact of use of Pupil Premium Funding in 2015 – 2016

Comparison to previous year

The table below shows the progress of Pupil Premium children as a group in 2014/15 and 2015/16. The scores refer to the steps progress made over the academic year from individual starting points.

| Year | Reading 2014/15 | Reading 2015/16 | Writing 2014/15 | Writing 2015/16 | Maths 2014/15 | Maths 2015/16 |
|------|-----------------|-----------------|-----------------|-----------------|---------------|---------------|
| 1 | 6.62 | 4.88 | 6.28 | 4.75 | 7.08 | 5.12 |
| 2 | 5.09 | 6.53 | 5.37 | 5.53 | 6.1 | 6.27 |
| 3 | 4.03 | 5.17 | 3.6 | 4.88 | 3.78 | 6 |
| 4 | 3.16 | 8.65 | 3.72 | 7.24 | 3.59 | 6.76 |
| 5 | 4.47 | 7.5 | 3.36 | 6.36 | 2.9 | 6.71 |
| 6 | 4.16 | 18 | 4.91 | 11.6 | 5.69 | 12.6 |

All year groups except Year 1 show an improvement on the previous year.

Accelerated progress compared to 2014/15

Comparison to Non PPI children 2015 – 2016

The table below shows the progress of Pupil Premium children as a group in 2015/16 compared to Non Pupil Premium children. The scores refer to the difference in steps progress made over the academic year from individual starting points.

| Year | Maths Gap 2014/15 | Maths Gap 2015/16 | Reading Gap 2014/15 | Reading Gap 2015/16 | Writing Gap 2014/15 | Writing Gap 2015/16 |
|------|-------------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| 1 | -0.6 | +0.37 | -1.26 | +0.02 | -1.26 | +0.07 |
| 2 | -0.02 | -0.11 | +0.13 | +0.03 | -0.46 | -0.26 |
| 3 | -0.22 | +0.48 | +0.14 | -0.41 | +0.14 | -0.09 |
| 4 | +0.19 | -0.24 | -0.28 | +1.54 | -0.65 | -0.18 |
| 5 | -1.47 | -0.55 | +0.03 | -0.32 | -0.72 | -0.25 |
| 6 | | +1.41 | | +6.21 | | +2.76 |

Diminishing the difference compared to 2014/15

Conclusion

This shows a diminishing difference in progress in all year groups for writing and most year groups for reading and maths. In the year groups where this is not the case, the increase in gap is minimal and will be closely monitored through 2016 – 2017.

Impact – Key Stage 1 results

25% of children in Year 2 were Pupil Premium compared with 39% the previous year.

| KSI | Reading 2014 - 2015 | Reading 2015 - 2016 | Writing 2014 - 2015 | Writing 2015 - 2016 | Maths 2014 - 2015 | Maths 2015 - 2016 | KSI ARE | Reading 2015 - 2016 | Writing 2015 - 2016 | Maths 2015 - 2016 |
|-----------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|------------|---------------------|---------------------|-------------------|
| Within Yr 2 PoS | | | | | | | | | | |
| PPI | 95.2% | 93.3% | 90.5% | 86.7% | 100% | 93.3% | PPI | 66.6% | 53.3% | 66.6% |
| Non PPI | 97.3% | 97.7% | 91.9% | 95.7% | 90.7% | 97.7% | Non PPI | 93% | 90.7% | 88.4% |
| Difference | -2.1% | -4.4% | -1.4% | -9% | +9.3% | -4.4% | Difference | -26.4% | -37.4% | -21.8% |

Conclusion

This shows that there was a larger difference than the previous year. There were significantly fewer PPI pupils and the expectations have changed due to the new curriculum and moving to Assessment Without Levels.

Impact – Key Stage 2 results

31% of pupils were Pupil Premium in comparison to 13.6% the previous year.

40% of Pupil Premium pupils achieved Age Related expectations for combined attainment compared with 39% nationally. 6% achieved a higher standard combined attainment compared with 4% nationally.

52% of Pupil Premium children achieved the expected standard in reading in line with national. 13% achieved a higher standard in reading compared with 10% nationally.

52% of Pupil Premium children achieved the expected standard in writing compared with 58% nationally. 7% achieved a higher standard in writing compared with 8% nationally.

65% of Pupil Premium children achieved the expected standard in maths compared with 58% nationally. 8% achieved a higher standard in maths in line with national.

58% of Pupil Premium children achieved the expected standard in SPAG in line with national. 7% achieved a higher standard in SPAG compared with 10% nationally.

Conclusion

There was a significant increase, from the previous year, in the percentage of pupils that were Pupil Premium. These results show a higher percentage for combined attainment and maths against national. Reading and SPAG were in line with national and writing and maths below national. There was a higher percentage for a higher standard in combined and reading against national.