

Watton at Stone Primary and Nursery School
Measuring the impact of Pupil Premium spending 2015 – 2016

The school monitors the impact of pupil premium spending very closely. Teachers/Teaching Assistants assess progress formatively as part of an on-going assessment process. Each eligible child's progress and attainment is also discussed every half term during Pupil Progress Meetings. Following this meeting further actions are planned and implemented with the aim of removing barriers and closing gaps wherever possible. This includes support for pupils with social, emotional and behavioural needs.

Impact information:

Key Stage 2 2016 Results

	GPVS (grammar, punctuation and spelling)		Reading		Writing (Teacher Assessment)		Maths	
	Average scaled score	% of pupils that met standard	Average scaled score	% of pupils that met standard	Average scaled score	% of pupils that met standard	Average scaled score	% of pupils that met standard
Pupil Premium	107.3	83.3%	104.2	83.3%		83.3%	102.0	66.7%
Non-Pupil Premium	110.4	85.7%	106.9	85.7%		95.2 %	107.4	85.7%

Average scaled scores for 2016 at Key Stage 2 (All pupils):

Subject	Average scaled score: England, 2016 (all schools)	School average scaled score:
Reading	103	106
Grammar, punctuation and spelling	104	110
Mathematics	103	106

The school's scaled scores are higher than the national data across all three subjects for *all pupils*. The average scaled scores for our pupil premium pupils are higher in reading and grammar, punctuation and spelling when compared to national averages.

The scaled score range runs from 80 to 120 with 100 as the expected standard.

Reading, Writing and Maths combined (Pupil Premium v Non-Pupil Premium):

	% of pupils who met the expected standard in Reading/Writing/Maths
Pupil Premium	66.7%
Non-Pupil Premium	71.4%

There is no significant gap in the data for pupil premium and non-pupil premium pupils (-4.7%).

Reading, Writing and Maths combined (All pupils compared to the national average):

	% of pupils who met the expected standard in Reading/Writing/Maths
School %	70%
National Average 2016	53%

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The school % is higher than the national average (+17%). A higher % of our pupil premium pupils met the expected standard in reading, writing and maths combined compared to all pupils nationally.

- A range of interventions related to reading, writing, spelling, mathematics, behaviour and social skills were planned, implemented and evaluated. Following review, these interventions were adjusted in order to meet the needs of PPG children.
- English and maths booster sessions for Year 6 pupils were carried out and these were successful in narrowing gaps.
- The SEND Coordinator worked with targeted pupils particularly PPG pupils who also had SEND. Gaps in learning were addressed and children made good progress as a result.
- Teachers/Teaching Assistants attended a range of training which enabled them to deliver quality first teaching to all pupils, including PPG children. This included training from learning advisors.
- Additional resources were purchased throughout the school (EYFS to Year 6). They were used to deliver a range of targeted intervention programmes based on group / individual needs.
- The TA trained in social, emotional and behavioural needs (including Protective Behaviours) provided support to a number of vulnerable pupils. She tracked behaviour throughout the school and helped to produce case studies. She also worked with the SENDCO/Pupil Premium Lead to make appropriate referrals, work with professionals and liaise with parents/carers.
- Financial support was provided to parents/carers of PPG children where it was needed. This meant that PPG pupils were able to fully participate in trips, residential visits and enrichment activities along with their peers. Finance was not a barrier to this.
- Financial support was also given to families to fund specialist equipment.
- Parents/carers of PPG pupils were encouraged to attend workshops/information sessions. As a result of this they were able to support their child/children more effectively at home.