

Evidencing the impact of Pupil Premium 2016/17 HB

Number of pupils and amount of Pupil Premium funding received:		
	2015/16	2016/17
Total number of pupils on roll	61 pupils	66 pupils (Summer 2017)
Total number of pupils eligible for Pupil Premium funding	<i>20 pupils across reception through to Year 6</i>	FSM £25,080 SERVICE 3 PUPILS £900 LAC 1 PUPIL £900 POST LAC 1 PUPIL £1900
Amount of Pupil Premium funding received per pupil	£1300	£1300 for FSM £300 for Service £900 for LAC £1900 for post LAC
Total amount received	£26,140	£28,780
EXPENDITURE 2015 TO 2016 SEN Consultant and Speech Therapy Consultant £1815 total Home School liaison support (PSA Kay Sullivan) £1000		

Emotional Literacy Support
(ML and MW) £1500

Subsidise visits £690 and £400 visit transport =£1090
total

Extended classroom support
across the school in every class
(MA £9,300, AB £6900,
DT £ 2375, TW£11,230)
totalling £29,805

Singing Cool £360

enhancement curriculum activities eg
(Marvin Close Writer in Residence) £1100

Cycling Proficiency lessons £180

Resources to raise standards
in writing and maths
as per school improvement
plan £500

Total £37,350

EXPENDITURE 2016 TO 2017

Buying in SEN Consultant and Buying in Speech and Language Consultant £1850

Paying towards Educational Visits and transport £1750

Buying in Parent Support Advisor £1000

Paying for Emotional Literacy Support Assistant intervention time £1500

Paying for pupil drop in time with pastoral member of staff £650

IT Resources to support learning £1649

Resources to improve teaching and learning £1010

Pixl Membership-to support teaching and learning, especially interventions £900

Interventions led by staff throughout KS2 (30 mins a day x 3 days a week) Teaching staff-£8400 TAs-£3250

Extended TA contract £11,686

Pupil progress meetings-3 a year £360

Music concerts £563

Cycling skills Y5/6

Total expenditure £34,658

Using staff knowledge and Attainment data, groups of pupils are provided with targeted teaching and support, regularly being reviewed. The above mentioned interventions are embedded across the school, with future planning to adapt these following suitable evaluations of outcomes.

Pupil progress meetings are held each term.

We use our tracking data intelligently to analyse the underachievement of individual pupils but then go beyond this to analyse any patterns in underachievement in the school as a whole taking a long term view. We don't just concentrate on 'quick wins', trying to stop achievement gaps from widening long before the end of a key stage considering a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school.

The school have used findings from our own self-evaluation of the last three years to determine how to allocate the funding for this year. We have decided to use a lot of our funding to extend contracts of our classroom support assistants. This means that the classes can continue to be organised into smaller ability groups for English and Mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential. It also means that we have more staff available to help deliver focused intervention work alongside teaching staff. We have found this has really helped standards and progress.

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- **Speech and language development**
- **Social, Emotional and Behavioural needs linked to challenging family life at home**
- **Lack of money, aspiration and opportunities to go outside of Hornsea**
- **Lack of support at home for extended learning outside of the classroom eg being heard read, learning spellings, completing homework and/or additional learning**
- **Lack of money and support to attend after school events**

<u>Attainment of pupils eligible for Pupil Premium funding at KS1</u>	2015/16				2016/2017			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
Phonics in Y1	100%	70%	n/a		33%		n/a	
KS1 Reading	100%	87%	0%	21%	100%		0%	
KS1 Writing	100%	83%	0%	14%	100%		0%	
KS1 GPS	n/a	n/a	n/a	n/a	n/a		n/a	
KS1 Mathematics	100%	87%	0%	20%	100%		0%	
Additional relevant KS1 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; progress linked to attainment on entry	Summer 2017 data progress of Pupil premium child from end of EYFS to end of KS1							
	YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
	2	1	100%	100%	100%	100%	100%	100%
	<p>Summer 2016 data The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1. For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils. In KS1 there was only one child only re pupil premium and she made expected progress from end of FS2 to end of KS1 in all areas.</p>							
	FFT KS1 DATA 2016							

KS1 Pupil groups performance 2016

		Pupils	Actual results		Pupil progress	
			% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)	% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
Pupil Premium	FSM (in last 6 years)	1	100%	0%	+28%	-4%
	Not FSM (in last 6 years)	2	0%	0%	-39%	-2%

<u>Attainment of pupils eligible for Pupil Premium funding at KS2</u>	2015/16				2016/2017			
	% working at expected standard		% working at greater depth		% working at expected standard		% working at greater depth	
	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally	School	Other pupils nationally
KS2 Reading	50%	72%	0%	23%	60%		10%	
KS2 Writing	50%	79%	25%	18%	80%		20%	
KS2 GPS	75%	78%	50%	27%	70%		20%	
KS2 Mathematics	25%	76%	25%	20%	60%		0%	

SUMMER 2017 DATA progress from end of Year 5 to end of Year 6

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
6	10	50%	10%	90%	20%	90%	70%

SUMMER 2017 DATA progress from end of KS1 to end of KS2

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
6	10	40%	30%	100%	40%	50%	20%

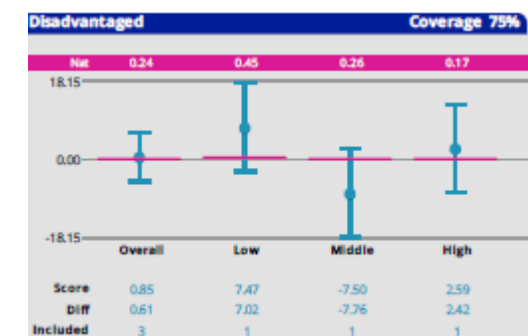
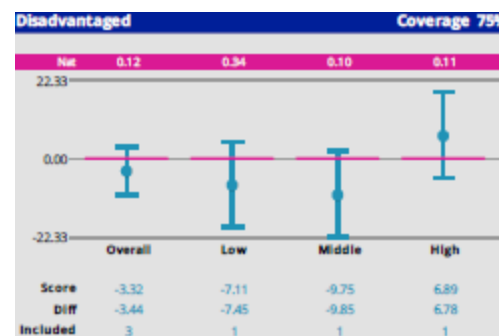
Additional relevant KS2 performance information for pupils eligible for Pupil Premium funding e.g. examples of pupils in making or exceeding expected progress; the effectiveness of 'catch-up' programmes or targeted support

SUMMER 2016 DATA

In KS2, there were only 4 pupils, all boys, re pupil premium for attainment data and one of these had no KS1 data therefore only 3 pupils counted in progress data for disadvantaged pupils.

Of the four children, only one child had been in the school since the start of FS2 (KS1 prior high ability). This boy got a scaled score of 109 in Reading (one mark of achieving high standard). He achieved greater depth in Writing and high standard in Maths. Another child joined the school in Summer of Y2 (no KS1 data). The other two boys joined the school in Y5 (one prior low ability who made great progress in Reading and Maths and one prior middle ability who although in-line with national, didn't perform well in the tests despite targeted support and interventions put in place).

Reading progress of disadvantaged Writing progress of disadvantaged Maths progress of disadvantaged



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Improving Attendance

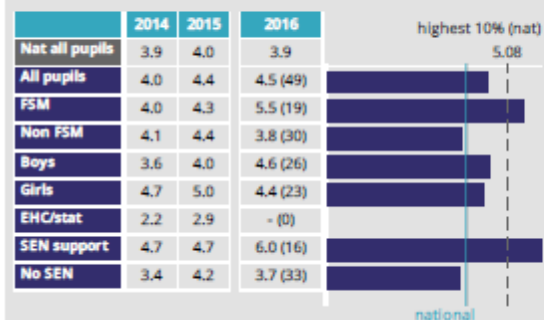
Absence Rate of Pupils eligible for Pupil Premium funding (re FSM)	2015/16		2016/17	
	School	National	School	National
% of sessions missed due to overall absence	5.5%	5.2%		
% Persistent absentees – absent for 10% or more of sessions	10.5%	15.1%		
Impact of Pupil Premium funding on attendance <i>(if relevant)</i> :				
Attendance information for 2016 to 2017 for whole school				
%Attendance since September 2016 to 19 TH June 2017 (target 96.6%)				

YEAR GROUP	HORNSEA BURTON
FS1	n/a
FS2	92.5%
Y1	96.3%
Y2	96.6%
Y3	96.1%
Y4	96.2%
Y5	94.9%
Y6	96.5%
Whole school	95%
Number of pupils below 90% attendance	7
Number of pupils below 95% attendance	29
Number of pupils with 100% attendance	6

Raise online 2016- Attendance was low for the groups: FSM,
Attendance information for FSM pupils over time

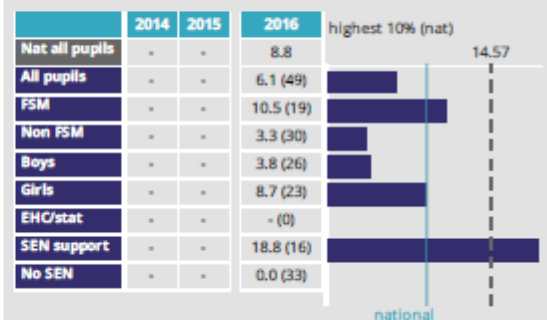
Absence

% of sessions missed (cohort)



Persistent Absence

% of pupils absent for 10% or more sessions (cohort)



% ATTENDANCE FOR 2015 TO 2016

YEAR GROUP	NUMBER OF PUPILS in whole cohort	WHOLE COHORT % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE
FS2	7	96.9%	96.05%	96.67%
Y1	4	94.5%	90.26%	98.33%
Y2	4	97.5%	97.37%	98.75%
Y3	9	96.7%	97.77%	96.42%
Y4	9	94.8%	93.86%	94.87%
Y5	13	96.7%	96.05%	96.99%
Y6	12	95.0%	95.79%	96.22%
WHOLE SCHOOL	58	96.0%	95.65%	96.57%

Pupil premium children who had action plans for attendance or punctuality in 2015/2016 were:

A child in Y1 (her attendance was between 90-95% last year)

A child in Y2 (her attendance was above 95% last year)

A child in Y3 (her attendance was above 95% last year)

A child in Y5 (his attendance was above 95% last year)

A child in Y6 (his attendance was above 95% last year)

Another child in Y6

Another child in Y6-his attendance has improved considerably over time from 74.1% in Y3, 89.74% in Y4, 87.11% in Y5 and 94.21% in Y6.

Pupil premium pupils with attendance 90-95% last year

A child-Y6
 3 children-Y5
 A child-Y3
 Two children-FS2
 A child-Y1

The school has set up a rigorous system for monitoring and tracking attendance throughout the school (see file in Admin Office).

Daily, Teaching Staff put attendance information onto the school system (SIMS) and Admin staff chase up any absences either by text or by phone call.

Each week, the Head is informed of which pupils are below 90% and below 95% in attendance from the start of the school year to that present time and the Head monitors each week if the attendance of these children is improving or not. Parents may receive a text or letter informing them of their child's attendance at a given time if on this list and what target is.

Celebration Assembly- certificate given to the class with the best attendance for that week, certificate given to any year group with 100% attendance that week.

Children who have 100% attendance in a week get a housepoint.
 Identified children on daily or weekly attendance/punctuality charts as needed.

Monthly newsletters inform Parents and Governors of attendance for whole school and each year group at that given time and how it compares with school target.

Termly tracking done for number of children below 90% and below 95% attendance at end of each term from start of school year and information entered into data sheet so it can be monitored over time. Attendance for identified pupils and groups of pupils also monitored.

Certificates and rewards given to pupils with 100% attendance over half a term and over a full term.

Head and identified governor does attendance and punctuality monitoring and completes a report for the Governing Body.

Annually tracking done for number of children below 90% and below 95% attendance at end of year from start of school year and information entered into data sheet so it can be monitored over time. Attendance for identified pupils (those with historically poor attendance previously) and groups of pupils also monitored and data entered onto tracking sheets eg SEN, FSM, LAC, GT.

End of year assembly-certificate and £20 family cineworld voucher given to children with 100% attendance for the year.

% ATTENDANCE FOR 2014 TO 2015

YEAR GROUP	NUMBER OF PUPILS in whole cohort	WHOLE COHORT % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE
FS2	5	99.1%	95.12%	98.49%
Y1	6	95.6%	93.51%	97.15%
Y2	8	98.5%	98.94%	96.81%

Y3	8	91.8%	93.84%	91.51%
Y4	15	94.9%	95.31%	96.09%
Y5	13	94.2%	92.88%	95.86%
Y6	18	97.4%	97.46%	97.14%
WHOLE SCHOOL	73	95.7%	94.76%	96.24%

% ATTENDANCE FOR 2013 TO 2014

YEAR GROUP	NUMBER OF PUPILS	WHOLE COHORT % ATTENDANCE	FSM % ATTENDANCE	NON-FSM % ATTENDANCE
FS2	5	92.8%	93.86%	95.47%
Y1	7	98.6%	100.00%	98.09%
Y2	9	93.8%	93.61%	94.65%
Y3	16	94.9%	95.38%	96.43%
Y4	10	95.8%	93.03%	96.58%
Y5	17	95.9%	98.48%	95.18%
Y6	15	96.6%	94.67%	97.64%
WHOLE SCHOOL	79	95.7%	95.07%	96.37%

One aspect of Pupil Premium allocation

Objective (to close the gap in achievement between pupils eligible for pupil premium and other pupils)
To enable pupils to narrow the gaps in their learning and achievements and also to make better progress in their speech and language development.

Targeted pupil premium pupils who received Speech and Language support and programmes (individual identified pupils across the school) during the last academic year:

A child in Y1

A child in Y4

A child in Y5

Two of the three of these targeted pupil premium pupils will continue to receive Speech and Language support and programmes this academic year.

All pupil premium pupils last year either received SEN support and intervention programmes or booster sessions to secure expected or high standard

Some pupil premium pupils this year have been either receiving SEN support and intervention programmes or booster sessions to secure expected or high standard

A child in FS2

All PP children in Y1

The child in Y2

All PP children in Y3

4 children in Y4

3 children IN Y5

All children IN Y6

Provision: Buying in SEN Consultant and Buying in Speech and Language Consultant to support pupils across school re speech and language development and also assess their additional needs and prepare programmes for intervention.

Members of staff in school deliver the programmes of intervention with target pupils.

Outcomes to date:

Speech and Language-see file in Head's office-children have made progress re their targets following assessments linked to Speech and Language and continue to receive personalised intervention programmes to meet their next steps (planned by Consultant and delivered by staff who have been trained by Consultant).

SUMMER 2017 DATA

STANDARDS re how children are doing at this time of year re where they should be re age related expectations

NON PUPIL PREMIUM CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	3 girls 1 boy	75%	75%	75%
Y2	2 GIRLS	50%	50%	50%
Y3	1 boy 1 girl	50%	0%	50%
Y4	2 boys 2 girls	75%	50%	75%
Y5	3 girls 3 boys	33%	16.7%	33%
Y6	1 boy 2 girls now	33%	67%	67%

PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 BOY AND 2 GIRLS	33%	33%	67%
Y2	1 GIRL	100%	100%	100%
Y3	1GIRL AND 1 BOY	50%	50%	50%
Y4	2 GIRLS AND 1 BOY	100%	100%	67%
Y5	2 BOYS AND 1 GIRL	0%	0%	100%
Y6	5 BOYS AND 5 GIRLS NOW	60%	80%	60%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF	READING	WRITING	MATHS
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	PUPILS			
Y4	1 GIRL	0%	0%	0%
Y6	1 BOY	0%	0%	0%

SEN CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 BOYS AND 1 GIRL	0%	0%	33%
Y2	3 GIRLS NOW	67%	67%	67%
Y3	2 BOYS AND 1 GIRL	33%	0%	33%
Y4	2 BOYS AND 2 GIRLS NOW	50%	25%	50%
Y5	5 BOYS AND 4 GIRLS now	22%	11%	33%
Y6	6 BOYS AND 2 GIRLS now	12.5%	50%	37.5%

PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016

PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected + progress	MATHS Expected progress	MATHS Expected + progress
1	1 BOY AND 2 GIRLS	100%	33%	100%	0%	100%	33%
2	1 GIRL	100%	0%	100%	0%	100%	0%
3	1GIRL AND 1 BOY	100%	50%	50%	0%	100%	0%
4	2 GIRLS AND 1 BOY	67%	0%	67%	0%	100%	33%
5	2 BOYS AND 1 GIRL	33%	0%	33%	33%	100%	0%
6	6 BOYS	45%	9%	91%	18%	91%	64%

	AND 5 GIRLS NOW						
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NON-PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected + progress	MATHS Expected progress	MATHS Expected + progress
Y1	3 girls 1 boy	75%	25%	50%	0%	100%	50%
Y2	2 GIRLS	50%	0%	50%	0%	100%	0%
Y3	1 boy 1 girl	100%	100%	100%	0%	100%	0%
Y4	2 boys 2 girls	75%	50%	50%	25%	75%	25%
Y5	3 girls 3 boys	67%	0%	50%	16.7%	83%	33%
Y6	1 boy 2 girls now	100%	33%	67%	0%	100%	67%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y4	1 GIRL	100%	100%	0%	0%	0%	0%
Y6	1 BOY	100%	0%	100%	0%	100%	100%

SEN CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected + progress	MATHS Expected progress	MATHS Expected + progress
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Y1	2 BOYS AND 1 GIRL	67%	0%	67%	0%	100%	33%
Y2	3 GIRLS NOW	67%	0%	67%	0%	100%	0%
Y3	2 BOYS AND 1 GIRL	100%	100%	67%	0%	100%	0%
Y4	1 BOY AND 2 GIRLS	100%	100%	33%	33%	33%	0%
Y5	5 BOYS AND 4 GIRLS NOW	56%	0%	44%	22%	89%	22%
Y6	6 BOYS AND 2 GIRLS	50%	12.5%	75%	9%	100%	75%

Summer 2016 data

STANDARDS-% ACHIEVING EXPECTED STANDARD FOR THAT YEAR GROUP

PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

Children in FS2-only one pupil premium child achieved GLD.

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 GIRL	100%	100%	100%
Y2	1 GIRL	100%	100%	100%
Y3	2 GIRLS AND 1 BOY	100%	100%	33%
Y4	2 BOYS AND 1 GIRL	67%	67%	67%
Y5	5 BOYS AND 4 GIRLS	100%	89%	67%
Y6	4 BOYS	50%	50%	25%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y3	1 GIRL	0%	0%	0%
Y5	1 BOY	0%	0%	0%

SEN CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	2 GIRLS	100%	100%	100%
Y2	1 BOY AND 1 GIRL	0%	0%	50%
Y3	1 BOY AND 2 GIRLS	0%	0%	33%
Y4	1 BOY AND 3 GIRLS	25%	25%	25%
Y5	4 BOYS AND 1 GIRL	40%	80%	0%
Y6	3 BOYS AND 1 GIRL	50%	50%	50%

PROGRESS INFORMATION SUMMER 2016**PUPIL PREMIUM****FS2**

	BELOW TYPICAL	TYPICAL PROGRESS	RAPID PROGRESS
GO1 LISTEN AND ATTENTION	33%	67%	
GO2 UNDERSTANDING	33%	33%	33%
GO3 SPEAKING	33%	33%	33%
GO4 MOVING AND HANDLING		100%	
GO5 HEALTH AND SELF CARE		67%	33%
GO6 MAKING RELATIONSHIPS	33%	67%	
GO7 SELF CONFIDENCE AND SELF AWARENESS	33%	67%	
GO8 MANAGING	33%	33%	33%

FEELINGS AND BEHAVIOUR			
GO9 READING	33%		67%
G10 WRITING	33%	67%	
G11 NUMBER		100%	
G12 SHAPE, SPACE AND MEASURE	33%	67%	
G13 PEOPLE AND COMMUNITIES	67%		33%
G14 THE WORLD	33%	33%	33%
G15 TECHNOLOGY	67%	33%	
G16 EXPLORING MEDIA AND MATERIALS	67%	33%	
G17 BEING IMAGINATIVE		100%	

SEN FS2

	BELOW TYPICAL	TYPICAL PROGRESS	RAPID PROGRESS
GO1 LISTEN AND ATTENTION	33%	67%	
GO2 UNDERSTANDING	33%	33%	33%
GO3 SPEAKING	33%	33%	33%
GO4 MOVING AND HANDLING		JR, CW, SB	
GO5 HEALTH AND SELF CARE		SB, JR, CW,	
GO6 MAKING RELATIONSHIPS		SB, JR, CW,	
GO7 SELF CONFIDENCE AND SELF AWARENESS		SB, JR, CW	
GO8 MANAGING FEELINGS AND BEHAVIOUR		SB, JR	CW
GO9 READING	33%	33%	33%

G10 WRITING	33%	67%	
G11 NUMBER		100%	
G12 SHAPE, SPACE AND MEASURE	33%	67%	
G13 PEOPLE AND COMMUNITIES	33%	33%	33%
G14 THE WORLD		67%	33%
G15 TECHNOLOGY	33%	67%	
G16 EXPLORING MEDIA AND MATERIALS	33%	67%	
G17 BEING IMAGINATIVE		100%	

Y1-Y5 SUMMER 2016 PROGRESS DATA

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the new system. On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	1	+2	+2	+2
3	2	+1	+2.5	+2.5
4	2	+2.0	+2	+1.5
5	10	+1.2	+1.9	+1.2

LAC

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
3	1	+1	+3	+3.5
5	1	+3	+4	+1

SEN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	2	+3	+4	+2.0
3	3	+1	+2.0	+2.17
4	2	+2	+2	+1.5
5	5	+2.2	+3.8	+0.9

YEAR 6 PROGRESS INFORMATION KS1-KS2 FOR SEN AND FOR PUPIL PREMIUM PUPILS (RAISE ONLINE 2016)

	<u>SEN (3 PUPILS)</u>	<u>PUPIL PREMIUM (3 PUPILS)</u>
<u>READING</u>	-0.06	-1.48
<u>WRITING</u>	-5.0	-3.32
<u>MATHS</u>	0.29	0.85

Process for monitoring impact:

HALF TERMLY TRACKING FOR STANDARDS AND PROGRESS DATA BY HEADTEACHER AND ANALYSIS DONE WITH ASSISTANT HEADS AND ALSO GOVERNORS

HALF TERMLY REVIEW OF INTERVENTIONS ETC-STAFF

REPORTS FROM AND DISCUSSIONS WITH SEN CONSULTANT AND SPEECH AND LANGUAGE CONSULTANT

Lesson observations, informal drop ins, pupil voice interviews

Cost:£1850

5.34% of total PPG expenditure:

One aspect of Pupil Premium allocation

Objective (to close the gap in achievement between pupils eligible for pupil premium and other pupils)
To provide additional engaging activities for children.

Targeted pupils (all eligible pupils/group/individual):

All eligible pupils for all day visits and time capsule work and music events.

Residential weekend visit September 2017 -Y5-1 child

Y6-5 children

Provision:

To contribute towards trips for all year groups.

To provide quality musical events for all year groups.

To provide cycle training for Y5/6 pupils.

Outcomes to date:

2016 to 2017

ALL PUPILS HAD MUSIC CONCERTS IN SCHOOL FROM MUSIC SERVICE

FS2 AND Y1 AND YEAR 2 PUPILS EDUCATIONAL VISITS-VISIT TO FARM, VISIT TO KC STADIUM, LITTLE BIG SING, GARDEN CENTRE ETC, WRITER IN RESIDENCE-TIME CAPSULE WORK.

YEARS 3 AND 4- EDUCATIONAL VISITS-VISITS LINKED WITH CHILDREN'S UNIVERSITY, BIG SING. WRITER IN RESIDENCE-TIME CAPSULE WORK.

YEARS 5 AND 6-VISITS LINKED TO CHILDREN'S UNIVERSITY, CYCLE TRAINING, EDUCATIONAL VISITS-RESIDENTIAL WEEKEND, TIME CAPSULE WORK

Process for monitoring impact:

Discussions with pupils and families

Governor monitoring-either going on the visit or talking to pupils

Cost:£2403

6.93% of total PPG expenditure

One aspect of Pupil Premium allocation

Objective (to close the gap in achievement between pupils eligible for pupil premium and other pupils)
For children and their families to receive additional expertise and support to secure their personal development and welfare.

Targeted pupils (all eligible pupils/group/individual):

Targeted pupil premium pupils who received support and/or programmes (individual identified pupils across the school) during the last one or two academic years:

1 child in FS2

1 child in Y1

1 child in Y2

2 children in Y3

3 children in Y4

3 children in Y5

3 children in Y6

These targeted pupil premium pupils have also received 'Elevate' 10 week programme (Y4/Y5):

1 child in Y4

3 children in Y5

Provision: Buying in Parent Support Advisor, when needed, to support pupils across school and their families as needed re personal development and welfare needs.

Paying for Emotional Literacy Support Assistant intervention time to support pupils across school and their families as needed re personal development and welfare needs.

Paying for pupil drop in time with pastoral member of staff to support pupils across the school as needed.

Outcomes to date:

Due to effective support given internally using school staff, the school hasn't had to buy in Parent Support Advisor over the last year.

Monitoring of book kept by Mrs Leaman shows the work she has done with pupils and evidence shows that children receive regular support which may be on a daily basis if needed and relevant staff continue to check with pupils how things are and any follow up work.

Children are approaching staff to ask to speak to them as need arises (in between any sessions). Children are confident that their worries and concerns will be heard and dealt with by the staff.

Parents inform school immediately re any concerns or worries and are confident that staff will deal with it promptly and effectively.

A few children with more specific target needs are then given relevant ELSA sessions.

Process for monitoring impact:

Feedback and liaison between staff re pupils needing/receiving intervention and support.

Head and governor meet with pastoral member of staff and ELSAs to review what they are doing and what impact it is having at least twice a year.

Lesson observations, informal drop ins, pupil voice interviews**Cost: £3150****9.09% of total PPG expenditure**

One aspect of Pupil Premium allocation

Objective (to close the gap in achievement between pupils eligible for pupil premium and other pupils)
To help ensure gaps are closed and children achieve ARE expectations.

Targeted pupils (all eligible pupils/group/individual):

All eligible pupils across the school re IT resources

All eligible pupils Y1-Y6 re No Nonsense resources and Literacy Boxes.

All eligible Y2-Y6 pupils re Pixl resources.

Provision: Purchase and use of IT resources to support learning and teaching Espresso and Education City

Purchase and use of other resources eg No Nonsense Spelling , No Nonsense Grammar , Mastery in Maths , Literacy boxes

Pixl Membership-to support teaching and learning, especially interventions

Outcomes to date:

SUMMER 2017 DATA

STANDARDS re how children are doing at this time of year re where they should be re age related expectations

NON PUPIL PREMIUM CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	3 girls 1 boy	75%	75%	75%
Y2	2 GIRLS	50%	50%	50%
Y3	1 boy 1 girl	50%	0%	50%
Y4	2 boys 2 girls	75%	50%	75%
Y5	3 girls 3 boys	33%	16.7%	33%
Y6	1 boy 2 girls now	33%	67%	67%

PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 BOY AND 2 GIRLS	33%	33%	67%
Y2	1 GIRL	100%	100%	100%
Y3	1GIRL AND 1 BOY	50%	50%	50%
Y4	2 GIRLS AND 1 BOY	100%	100%	67%
Y5	2 BOYS AND 1 GIRL	0%	0%	100%
Y6	5 BOYS AND 5 GIRLS NOW	60%	80%	60%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y4	1 GIRL	0%	0%	0%
Y6	1 BOY	0%	0%	0%

PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016

PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	1 BOY AND 2 GIRLS	100%	33%	100%	0%	100%	33%
2	1 GIRL	100%	0%	100%	0%	100%	0%
3	1GIRL AND 1 BOY	100%	50%	50%	0%	100%	0%
4	2 GIRLS AND 1 BOY	67%	0%	67%	0%	100%	33%
5	2 BOYS AND 1 GIRL	33%	0%	33%	33%	100%	0%
6	6 BOYS AND 5 GIRLS NOW	45%	9%	91%	18%	91%	64%

NON-PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y1	3 girls 1 boy	75%	25%	50%	0%	100%	50%
Y2	2 GIRLS	50%	0%	50%	0%	100%	0%
Y3	1 boy 1 girl	100%	100%	100%	0%	100%	0%
Y4	2 boys 2 girls	75%	50%	50%	25%	75%	25%
Y5	3 girls 3 boys	67%	0%	50%	16.7%	83%	33%
Y6	1 boy 2 girls now	100%	33%	67%	0%	100%	67%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y4	1 GIRL	100%	100%	0%	0%	0%	0%
Y6	1 BOY	100%	0%	100%	0%	100%	100%

Summer 2016 data**STANDARDS-% ACHIEVING EXPECTED STANDARD FOR THAT YEAR GROUP****PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)**

Children in FS2-only one pupil premium child achieved GLD.

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 GIRL	100%	100%	100%
Y2	1 GIRL	100%	100%	100%
Y3	2 GIRLS AND 1 BOY	100%	100%	33%
Y4	2 BOYS AND 1 GIRL	67%	67%	67%
Y5	5 BOYS AND 4 GIRLS	100%	89%	67%
Y6	4 BOYS	50%	50%	25%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y3	1 GIRL	0%	0%	0%
Y5	1 BOY	0%	0%	0%

PUPIL PREMIUM**FS2**

	BELOW TYPICAL	TYPICAL PROGRESS	RAPID PROGRESS
GO1 LISTEN AND ATTENTION	33%	67%	
GO2 UNDERSTANDING	33%	33%	33%
GO3 SPEAKING	33%	33%	33%
GO4 MOVING AND HANDLING		100%	
GO5 HEALTH AND SELF CARE		67%	33%
GO6 MAKING RELATIONSHIPS	33%	67%	
GO7 SELF CONFIDENCE AND SELF AWARENESS	33%	67%	
GO8 MANAGING FEELINGS AND BEHAVIOUR	33%	33%	33%
GO9 READING	33%		67%
G10 WRITING	33%	67%	
G11 NUMBER		100%	
G12 SHAPE, SPACE AND MEASURE	33%	67%	
G13 PEOPLE AND COMMUNITIES	67%		33%
G14 THE WORLD	33%	33%	33%
G15 TECHNOLOGY	67%	33%	
G16 EXPLORING MEDIA AND MATERIALS	67%	33%	
G17 BEING IMAGINATIVE		100%	

Y1-Y5 SUMMER 2016 PROGRESS DATA

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the

new system.

On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	1	+2	+2	+2
3	2	+1	+2.5	+2.5
4	2	+2.0	+2	+1.5
5	10	+1.2	+1.9	+1.2

LAC

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
3	1	+1	+3	+3.5
5	1	+3	+4	+1

YEAR 6 PROGRESS INFORMATION KS1-KS2 FOR SEN AND FOR PUPIL PREMIUM PUPILS (RAISE ONLINE 2016)

	<u>PUPIL PREMIUM (3 PUPILS)</u>
<u>READING</u>	-1.48
<u>WRITING</u>	-3.32
<u>MATHS</u>	0.85

Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews

HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.

Governor meeting looking at data re standards and progress leads to focused monitoring.

Cost:£3559

10.27% of total PPG expenditure

One aspect of Pupil Premium allocation

Objective (to close the gap in achievement between pupils eligible for pupil premium and other pupils)
To help ensure gaps are closed and children achieve ARE expectations.

Targeted pupils (all eligible pupils/group/individual):

All eligible pupils across KS2.

Provision: Interventions led by staff throughout KS2 (30 mins a day x 3 days a week)- Review provision map and allocate staff to lead different groups re basic skills using target specific interventions. To support teaching and learning in Maths and Literacy throughout the school.

Outcomes to date:

SUMMER 2017 DATA

STANDARDS re how children are doing at this time of year re where they should be re age related expectations

NON PUPIL PREMIUM CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	3 girls 1 boy	75%	75%	75%
Y2	2 GIRLS	50%	50%	50%
Y3	1 boy 1 girl	50%	0%	50%
Y4	2 boys 2 girls	75%	50%	75%
Y5	3 girls 3 boys	33%	16.7%	33%
Y6	1 boy 2 girls now	33%	67%	67%

PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 BOY AND 2 GIRLS	33%	33%	67%
Y2	1 GIRL	100%	100%	100%
Y3	1 GIRL AND 1 BOY	50%	50%	50%
Y4	2 GIRLS AND 1 BOY	100%	100%	67%
Y5	2 BOYS AND 1 GIRL	0%	0%	100%
Y6	5 BOYS AND 5 GIRLS NOW	60%	80%	60%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y4	1 GIRL	0%	0%	0%
Y6	1 BOY	0%	0%	0%

PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016**PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)**

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	1 BOY AND 2 GIRLS	100%	33%	100%	0%	100%	33%
2	1 GIRL	100%	0%	100%	0%	100%	0%
3	1 GIRL AND 1 BOY	100%	50%	50%	0%	100%	0%
4	2 GIRLS AND 1 BOY	67%	0%	67%	0%	100%	33%
5	2 BOYS AND 1 GIRL	33%	0%	33%	33%	100%	0%

6	6 BOYS AND 5 GIRLS NOW	45%	9%	91%	18%	91%	64%
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NON-PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y1	3 girls 1 boy	75%	25%	50%	0%	100%	50%
Y2	2 GIRLS	50%	0%	50%	0%	100%	0%
Y3	1 boy 1 girl	100%	100%	100%	0%	100%	0%
Y4	2 boys 2 girls	75%	50%	50%	25%	75%	25%
Y5	3 girls 3 boys	67%	0%	50%	16.7%	83%	33%
Y6	1 boy 2 girls now	100%	33%	67%	0%	100%	67%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y4	1 GIRL	100%	100%	0%	0%	0%	0%
Y6	1 BOY	100%	0%	100%	0%	100%	100%

Summer 2016 data

STANDARDS-% ACHIEVING EXPECTED STANDARD FOR THAT YEAR GROUP

PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

Children in FS2-only one pupil premium child achieved GLD.

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
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Y1	1 GIRL	100%	100%	100%
Y2	1 GIRL	100%	100%	100%
Y3	2 GIRLS AND 1 BOY	100%	100%	33%
Y4	2 BOYS AND 1 GIRL	67%	67%	67%
Y5	5 BOYS AND 4 GIRLS	100%	89%	67%
Y6	4 BOYS	50%	50%	25%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y3	1 GIRL	0%	0%	0%
Y5	1 BOY	0%	0%	0%

PROGRESS INFORMATION SUMMER 2016

PUPIL PREMIUM

FS2

	BELOW TYPICAL	TYPICAL PROGRESS	RAPID PROGRESS
GO1 LISTEN AND ATTENTION	33%	67%	
GO2 UNDERSTANDING	33%	33%	33%
GO3 SPEAKING	33%	33%	33%
GO4 MOVING AND HANDLING		100%	
GO5 HEALTH AND SELF CARE		67%	33%
GO6 MAKING RELATIONSHIPS	33%	67%	
GO7 SELF CONFIDENCE AND SELF AWARENESS	33%	67%	
GO8 MANAGING FEELINGS AND BEHAVIOUR	33%	33%	33%

GO9 READING	33%		67%
G10 WRITING	33%	67%	
G11 NUMBER		100%	
G12 SHAPE, SPACE AND MEASURE	33%	67%	
G13 PEOPLE AND COMMUNITIES	67%		33%
G14 THE WORLD	33%	33%	33%
G15 TECHNOLOGY	67%	33%	
G16 EXPLORING MEDIA AND MATERIALS	67%	33%	
G17 BEING IMAGINATIVE		100%	

Y1-Y5 SUMMER 2016 PROGRESS DATA

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the new system.

On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	1	+2	+2	+2
3	2	+1	+2.5	+2.5
4	2	+2.0	+2	+1.5
5	10	+1.2	+1.9	+1.2

LAC

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
3	1	+1	+3	+3.5

5	1	+3	+4	+1
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YEAR 6 PROGRESS INFORMATION KS1-KS2 FOR SEN AND FOR PUPIL PREMIUM PUPILS (RAISE ONLINE 2016)

	<u>PUPIL PREMIUM (3 PUPILS)</u>
<u>READING</u>	-1.48
<u>WRITING</u>	-3.32
<u>MATHS</u>	0.85

Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews

HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.

Governor meeting looking at data re standards and progress leads to focused monitoring.

Cost: Teaching staff-£8400, TAs-£3250

33.61% of total PPG expenditure

One aspect of Pupil Premium allocation

Objective (to close the gap in achievement between pupils eligible for pupil premium and other pupils)
To help ensure gaps are closed and children achieve ARE expectations.

Targeted pupils (all eligible pupils/group/individual):

All eligible pupils across the school.

Provision: To provide additional support in the classroom and also in pre-teaching in order to support teaching and learning-extended TA contracts.

Outcomes to date:

SUMMER 2017 DATA

STANDARDS re how children are doing at this time of year re where they should be re age related expectations

NON PUPIL PREMIUM CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	3 girls 1 boy	75%	75%	75%
Y2	2 GIRLS	50%	50%	50%
Y3	1 boy 1 girl	50%	0%	50%
Y4	2 boys 2 girls	75%	50%	75%
Y5	3 girls 3 boys	33%	16.7%	33%
Y6	1 boy 2 girls now	33%	67%	67%

PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 BOY AND 2 GIRLS	33%	33%	67%
Y2	1 GIRL	100%	100%	100%
Y3	1GIRL AND 1 BOY	50%	50%	50%
Y4	2 GIRLS AND	100%	100%	67%

	1 BOY			
Y5	2 BOYS AND 1 GIRL	0%	0%	100%
Y6	5 BOYS AND 5 GIRLS NOW	60%	80%	60%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y4	1 GIRL	0%	0%	0%
Y6	1 BOY	0%	0%	0%

PROGRESS DATA JUNE 2017-PROGRESS SINCE SUMMER 2016

PUPIL PREMIUM(FSM/EVER 6/SERVICE CHILDREN)

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
1	1 BOY AND 2 GIRLS	100%	33%	100%	0%	100%	33%
2	1 GIRL	100%	0%	100%	0%	100%	0%
3	1GIRL AND 1 BOY	100%	50%	50%	0%	100%	0%
4	2 GIRLS AND 1 BOY	67%	0%	67%	0%	100%	33%
5	2 BOYS AND 1 GIRL	33%	0%	33%	33%	100%	0%
6	6 BOYS AND 5 GIRLS NOW	45%	9%	91%	18%	91%	64%

NON-PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y1	3 girls 1 boy	75%	25%	50%	0%	100%	50%
Y2	2 GIRLS	50%	0%	50%	0%	100%	0%

Y3	1 boy 1 girl	100%	100%	100%	0%	100%	0%
Y4	2 boys 2 girls	75%	50%	50%	25%	75%	25%
Y5	3 girls 3 boys	67%	0%	50%	16.7%	83%	33%
Y6	1 boy 2 girls now	100%	33%	67%	0%	100%	67%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING Expected progress	READING Expected+ progress	WRITING Expected progress	WRITING Expected+ progress	MATHS Expected progress	MATHS Expected+ progress
Y4	1 GIRL	100%	100%	0%	0%	0%	0%
Y6	1 BOY	100%	0%	100%	0%	100%	100%

Summer 2016 data

STANDARDS-% ACHIEVING EXPECTED STANDARD FOR THAT YEAR GROUP

PUPIL PREMIUM CHILDREN (FSM/EVER 6/SERVICE CHILDREN)

Children in FS2-only one pupil premium child achieved GLD.

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y1	1 GIRL	100%	100%	100%
Y2	1 GIRL	100%	100%	100%
Y3	2 GIRLS AND 1 BOY	100%	100%	33%
Y4	2 BOYS AND 1 GIRL	67%	67%	67%
Y5	5 BOYS AND 4 GIRLS	100%	89%	67%
Y6	4 BOYS	50%	50%	25%

LAC /Post adopted from care CHILDREN

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
Y3	1 GIRL	0%	0%	0%
Y5	1 BOY	0%	0%	0%

PROGRESS INFORMATION SUMMER 2016**PUPIL PREMIUM****FS2**

	BELOW TYPICAL	TYPICAL PROGRESS	RAPID PROGRESS
GO1 LISTEN AND ATTENTION	33%	67%	
GO2 UNDERSTANDING	33%	33%	33%
GO3 SPEAKING	33%	33%	33%
GO4 MOVING AND HANDLING		100%	
GO5 HEALTH AND SELF CARE		67%	33%
GO6 MAKING RELATIONSHIPS	33%	67%	
GO7 SELF CONFIDENCE AND SELF AWARENESS	33%	67%	
GO8 MANAGING FEELINGS AND BEHAVIOUR	33%	33%	33%
GO9 READING	33%		67%
G10 WRITING	33%	67%	
G11 NUMBER		100%	
G12 SHAPE, SPACE AND MEASURE	33%	67%	
G13 PEOPLE AND COMMUNITIES	67%		33%
G14 THE WORLD	33%	33%	33%
G15 TECHNOLOGY	67%	33%	
G16 EXPLORING MEDIA AND MATERIALS	67%	33%	
G17 BEING IMAGINATIVE		100%	

Y1-Y5 SUMMER 2016 PROGRESS DATA

The information below is progress from the end of Summer term 2015 until June 2016. It is important to bear in mind that we have had to move away from national curriculum levels last year to a new system this year and try to guess how an old sub level would transfer onto the new system.

On our system (linked to Chris Quigley milestones) the children need to make 3 points progress in 2 years (ie 1.5 every year).

For some of the children who were working above national expectation at the end of last year when it was levels, they have been seen to be making +0 or +1.0 progress over the last year due to the change in delivering the new curriculum where expectations are higher and also children are expected to consolidate at national expectation rather than go up onto the next milestone (whereas previously they would have gone up onto the next level). This in turn then affects the APS progress for the cohort/group as shown below.

PUPIL PREMIUM

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
2	1	+2	+2	+2
3	2	+1	+2.5	+2.5
4	2	+2.0	+2	+1.5
5	10	+1.2	+1.9	+1.2

LAC

YEAR GROUP	NUMBER OF PUPILS	READING	WRITING	MATHS
3	1	+1	+3	+3.5
5	1	+3	+4	+1

YEAR 6 PROGRESS INFORMATION KS1-KS2 FOR SEN AND FOR PUPIL PREMIUM PUPILS (RAISE ONLINE 2016)

	<u>PUPIL PREMIUM (3 PUPILS)</u>
<u>READING</u>	-1.48
<u>WRITING</u>	-3.32

MATHS	0.85
<p>Process for monitoring impact: Lesson observations, informal drop ins, pupil voice interviews</p> <p>HALF TERMLY UPDATING STANDARDS AND PROGRESS DATA, HALF TERMLY REVIEW OF INTERVENTIONS AND RESOURCES BEING USED ETC, PUPIL PROGRESS MEETINGS EACH TERM TO LOOK AT WHO IS ON TRACK AND WHO ISN'T RE STANDARDS AND PROGRESS.</p> <p>Governor meeting looking at data re standards and progress leads to focused monitoring.</p>	
Cost:£11,686	33.7% of total PPG expenditure

Schools receive additional funding for any pupils who have been eligible for free school meals during the last six years; pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as the Pupil Premium Grant (PPG).

- The date of the next review of the school's pupil premium strategy is: Summer 2018