

Use of Pupil Premium Funding

Knowle Church of England Primary Academy

Overview of the School

	Academic Year 2015 – 2016	Academic Year 2016 – 2017
Total number of pupils on roll	482	503
Total number of pupils eligible for Pupil Premium *	36	28
Total amount of Pupil Premium received	£35,100	We anticipate receiving £35, 100

**The Pupil Premium Grant is given to school to support service children, children from low income families and children who are looked after or adopted.*

Summary of Pupil Premium spending 2015/16

- An extra part time teacher in Year 2 and Year 6 to teach Maths and English
- Small group targeted intervention and booster groups run by teachers in response to assessments undertaken. A small selection included: Language Links, Dough Gym, Phonics, Time to Talk, Smart Moves, BEAM, Social Groups, Touch Typing, SNIP Spelling Programme, Funky Fingers, etc.
- A Child and Family Mentor to run specific intervention groups or one-to-one support targeted on issues such as improving confidence and self-esteem, improving levels of attendance, support with homework, supporting parents and improving attitude and engagement in learning.
- Setting up and running a Change4Life Healthy Lifestyle Club
- Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs.
- Subsidising/contributing towards educational visits and enrichment activities including sporting events
- Purchase of specific computing programmes/reading resources to support home learning e.g. Mathletics and Reading Eggs
- Purchase of additional laptops / iPad's to facilitate 'home loan' arrangements e.g. completion of homework.
- A contribution to the cost of additional childcare to support the emotional development of children and the stability of families

The impact that this had on the achievement and progress of those children is tabled below:

Reaching the Expected Standard in Reading, Writing and Maths

Key Stage 2

	Expected Standard+		High Standard	
	Sch %	Nat %	Sch %	Nat %
Disadvantaged Pupils	60	39	0	2
Non Disadvantaged Pupils	80	60	20	7
All pupils	77	53	16	5

- Our disadvantaged pupils **matched** the outcomes (expected standard+) of non-disadvantaged pupils nationally
- The outcomes (expected standard+) for our disadvantaged pupils were **21% higher** than national outcomes for disadvantaged pupils

Reading ~ Key Stage 2

	Reading Progress		Reading Attainment					
	Sch Score	Nat Score	Scaled score 100+		High Scaled score		Average Score	
			Sch %	Nat %	Sch %	Nat %	Sch	Nat
Disadvantaged Pupils	2.53	-0.72	70	53	30	10	105.3	99.9
Non Disadvantaged Pupils	2.22	0.33	92	71	49	23	108.3	103.8
All Pupils	2.27	0.00	89	66	46	19	107.8	102.6

- Our disadvantaged pupils made **better progress** in reading than non-disadvantaged pupils nationally
- Our disadvantaged pupils made **better progress** in reading than disadvantaged pupils nationally
- The outcomes (scaled score 100+) for our disadvantaged pupils were **in line** with non-disadvantaged pupils nationally
- The outcomes (scaled score 100+) for our disadvantaged pupils were **17% higher** than national outcomes for disadvantaged pupil

Maths ~ Key Stage 2

	Maths Progress		Maths Attainment					
	Sch Score	Nat Score	Scaled score 100+		High Scaled score		Average Score	
			Sch %	Nat %	Sch %	Nat %	Sch	Nat
Disadvantaged Pupils	-2.56	-0.52	60	57	20	9	100.9	100.7
Non Disadvantaged Pupils	1.68	0.24	90	75	39	20	107.6	104.1
All Pupils	0.98	0.00	85	70	36	17	106.5	103.0

- Our disadvantaged pupils made **less progress** in maths than non-disadvantaged pupils nationally
- Our disadvantaged pupils made **less progress** in maths than disadvantaged pupils nationally
[There were other mitigating circumstances for 20% of our disadvantaged pupils i.e. 2 children, which impacted on their progress. The remaining 80% of our disadvantaged pupils made better progress than disadvantaged pupils nationally]
- The outcomes (scaled score 100+) for our disadvantaged pupils were **15% behind** non-disadvantaged pupils nationally
- The outcomes (scaled score 100+) for our disadvantaged pupils were **3% higher** than national outcomes for disadvantaged pupils
[The outcomes (scaled score 100+) for the remaining 80% of our disadvantaged pupils matched the outcomes for non-disadvantaged pupils nationally]

Writing ~ Key Stage 2

	Writing Progress		Writing Attainment			
	Sch Score	Nat Score	Expected Standard +		Greater Depth	
			Sch %	Nat %	Sch %	Nat %
Disadvantaged Pupils	-2.11	-0.26	70	64	0	8
Non Disadvantaged Pupils	-0.02	0.12	88	79	25	18
All Pupils	-0.36	0.00	85	74	21	15

- Our disadvantaged pupils made **less progress** in writing than non-disadvantaged pupils nationally
- Our disadvantaged pupils made **less progress** in writing than disadvantaged pupils nationally
- **[There were other mitigating circumstances for 10% of our disadvantaged pupils i.e. 1 child, which impacted on their progress]**
- The outcomes (expected standard+) for our disadvantaged pupils were **9% behind** non-disadvantaged pupils nationally
- The outcomes (expected standard +) for our disadvantaged pupils were **6% higher** than national outcomes for disadvantaged pupils
- **[The outcomes (scaled score 100+) for the remaining 90% of our disadvantaged pupils were in line with the outcomes for non-disadvantaged pupils nationally]**

Reading ~ Key Stage 1

	Reading Attainment			
	At least expected standard in Reading			
	Expected Standard +		Greater Depth	
	Sch %	Nat %	Sch %	Nat %
Disadvantaged Pupils	83	62	33	13
Non Disadvantaged Pupils	83	78	51	27
All Pupils	83	74	49	24

Disadvantaged Pupils		Key Stage 1 Reading			
		Expected Standard +		Greater Depth	
		Sch %	Nat %	Sch %	Nat %
EYFS Reading	Emerging	50	39	0	2
	Expected	100	87	67	21
	Exceeding	0	99	0	66
	Total	83	78	33	27

- The attainment of our disadvantaged pupils was **21% higher**, so significantly above the attainment of disadvantaged pupils nationally.
- The attainment of our disadvantaged pupils was also **higher** than non-disadvantaged pupils nationally
- Our disadvantaged pupils make **better progress** than disadvantaged pupils nationally, not only at the expected standard but also at greater depth.

Writing ~ Key Stage 1

	Writing Attainment			
	At least expected standard in Writing			
	Expected Standard +		Greater Depth	
	Sch %	Nat %	Sch %	Nat %
Disadvantaged Pupils	67	53	0	7
Non Disadvantaged Pupils	72	70	38	16
All Pupils	71	65	34	13

Disadvantaged Pupils		Key Stage 1 Writing			
		Expected Standard +		Greater Depth	
		Sch %	Nat %	Sch %	Nat %
EYFS Writing	Emerging	0	33	0	1
	Expected	100	83	0	14
	Exceeding	100	99	0	16
	Total	67	70	0	16

- The attainment of our disadvantaged pupils was **higher** than the attainment of disadvantaged pupils nationally.
- The attainment of our disadvantaged pupils was also **higher** than the national attainment of all pupils.
- Our disadvantaged pupils made **better progress** in writing than disadvantaged pupils nationally from the expected level or above at the end of the Foundation Stage.

Maths ~ Key Stage 1

	Maths Attainment			
	At least expected standard in Maths			
	Expected Standard +		Greater Depth	
	Sch %	Nat %	Sch %	Nat %
Disadvantaged Pupils	67	60	17	10
Non Disadvantaged Pupils	81	77	42	20
All Pupils	80	73	39	18

Disadvantaged Pupils		Key Stage 1 Maths			
		Expected Standard +		Greater Depth	
		Sch %	Nat %	Sch %	Nat %
EYFS Maths	Emerging	0	40	0	2
	Expected	100	87	25	20
	Exceeding	0	99	0	61
	Total	67	77	17	20

- The attainment of our disadvantaged pupils was **higher** than the attainment of disadvantaged pupils nationally.
- All of our disadvantaged pupils who were at the expected level at the end of the Foundation Stage reached the expected standard or better at the end of Key stage 1. 25% of these pupils reached greater depth from the expected level which shows **better progress** than disadvantaged pupils nationally from the same starting point.

Phonics ~ Year 1

	Expected Standard	
	Sch %	Nat %
Disadvantaged Pupils	67	70
Non Disadvantaged Pupils	95	83
All Pupils	93	81

- The attainment of our disadvantaged pupils was **in line** with the attainment of disadvantaged pupils nationally.

Early Years Foundation Stage

- 6 children were listed as Pupil Premium
- These pupils did not achieve a GLD (Good Level of Development)
- All made at least expected progress in line with their peers.
- 83% of these pupils made good to outstanding progress in 75% of the strands that make up the Good Level of Development.

How we intend to use our Pupil Premium Allocation in 2016-17

Pupils eligible for the Pupil Premium Grant are identified in each year group and tracked on a termly basis. Targeted support is put into place to ensure that their attainment and progress is at least in line with Non Pupil Premium pupils.

Main Barriers to educational achievement

From the tracking and analysis of data that has been completed so far the main barriers that are appearing for the pupils awarded the Pupil Premium Grant are:

- ✓ Social and emotional difficulties and needs, such as confidence, behaviour and mental wellbeing
- ✓ Specific difficulties with communication and language
- ✓ Low baseline on entry to Nursery / Reception

To address these barriers we will be providing:

Small group targeted intervention and booster groups run by teachers and support staff:

- ✓ SEAL (Social and Emotional aspects of Learning)
 - ✓ Time to Talk
 - ✓ Social / Nurture Group
 - ✓ Relax Kids
 - ✓ Language Links
 - ✓ SNIP Spelling Programme
 - ✓ Phonics
 - ✓ 1:1 Reading
 - ✓ Laying the Foundation in Number
 - ✓ Smart Moves / Beam
- A Child and Family Mentor to run specific intervention groups or one-to-one support targeted on issues such as improving confidence and self-esteem, improving levels of attendance, support with homework, supporting parents and improving attitude and engagement in learning.
 - Support for transition in each year group ~ making of Passports, spending time with children talking through transition, extra transition visits, extra meet and greet with new staff and attending additional visits to Secondary schools.
 - Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs.
 - Subsidising/contributing towards educational visits and enrichment activities including sporting events
 - Purchase of specific computing programmes/reading resources to support home learning e.g. Busythings and Reading Eggs
 - A contribution to the cost of additional childcare to support the emotional development of children and the stability of families

Measuring Impact:

- ✓ Interim assessments and teachers records
- ✓ Regular scrutiny of work
- ✓ Data analysis with a focus on both attainment and progress
- ✓ Effective deployment of staff
- ✓ Parent and pupil interviews regarding health and wellbeing and self-esteem will be improved.

Date of the next pupil premium strategy review: January 2017