

School Name: St Michael's CE Primary School
Impact of Pupil Premium 2015/16
Report to Governors and Parents

Author: SENCo

The Pupil Premium (PP) is an element of school funding aimed at closing the gap in attainment between certain disadvantaged groups of pupils and those who are more financially well off.

The funding is calculated on the basis of £1,320 for each pupil eligible for free school meals (FSM), or who has been eligible for FSM at any point in the last 6 years; £1,900 for pupils who have been looked after/in care for 6 months or more (LAC) and £300 for the children of people serving in the armed forces. The funding is provided to schools, which decide how best to spend it according to local needs.

In the financial year 2015/2016 we received £36,800 for 27 pupils and in the financial year 2016/17 we have received £36,360 (April 2016) for 27 pupils. The funding calculation is based on the number of children eligible for PP funding in the January before the start of the new financial year. The actual number of PP children in school fluctuates as new children join the school and others leave.

In the financial year 2016/17 we will use our Pupil Premium funding to pay for additional teacher time, 1:1 tuition, Speech and Language therapy, targeted provision in key areas (Maths, English and mental health) and on IT programs. These interventions have hitherto proved effective at addressing the main barriers to educational achievement faced by our PP children. One of the key measures we use to monitor the impact of PP funding is how PP children's academic attainment compares with that of their non PP peers. Attainment and progress for all children in the school is closely tracked and formally reviewed in half termly pupil progress meetings at the close of each half term. It is at these meetings that we can choose to make adjustments to the strategies we are using with individual PP children.

Between September 2015 and July 2016 we spent £37,922 on PP children (alongside other vulnerable children and children who needed specific interventions). Information about how funding was allocated is detailed below.

	Children eligible for Pupil Premium (including pupils on Free School Meals and Looked After Children)	Pupils From Service Families
No. of eligible pupils	25 falling to 23 FSM children 2 increasing to 3 LAC	0 service children increasing to 1
Pupil Premium Funding Received	£36,800 (2015/16) £36,060 (2016/17)	£0 £300

Action Taken	Target Group	Cost	Impact on Learning Outcomes
Speech and language therapy from the Owl Centre	FSM/LAC children	£6593.50	Targeting gaps in understanding and speech predominately in Reception and KS1.
Domino in class/ 1:1/ small group support	FSM/LAC	£5540	Helping vulnerable children explore ways of dealing with challenges which can impede academic development.

			Aiding transition to Secondary Schools.
1:1 targeted reading provision	As above	£3,900	Focus on extending children's reading and comprehension skills at personalised level.
Mathletics and Reading Eggs licences	As above	£372.53	Giving children additional opportunities to build Maths and reading skills both in school and at home.
Additional teacher support	FSM	£6229.65	Working on extending high achieving children in upper KS2 in maths and English.
Children's magazines for the library and classrooms	As above	£435	Building confidence and enthusiasm for reading throughout the school.
Additional adult reading support	As above	£420	Boosting confidence, developing reading skills and building self-esteem in upper KS2.
Resources to support Family SEAL	FSM/LAC children	£100	Aiding home school links in KS1.
Motor skills/ Rainbow Road intervention	As above	£250	Improving fine motor skills and memory.
Specialist intervention focusing on helping children to access school.	FSM children in Early Years	£300	Specialist support from St. Nicholas to aid transition to our school.
Contribution towards SEN Conference focusing on emotional needs.	FSM and LAC	£265	SENCo attended conference with a focus on ways to impact on the learning of our most vulnerable children.
Targeted additional in class TA support	FSM and LAC	£350	Additional TA support to target specific gaps leading to improved core skills.
Silver SEAL / self-esteem building interventions	As above	£449	These groups have proved to be invaluable for boosting self confidence and exploring a number of issues linked to PSHE; they also help build peer relationships and give children an opportunity to express themselves in a small group setting.
1:1 and small group phonics	KS1 FSM and LAC	£503.50	Improvement in phonics scores and increased confidence.
1:1 tuition in Maths and/or Literacy (on top of additional teacher employed).	KS2 FSM children	£1,200	Improvement in Maths, reading and writing skills.
Literacy boosters	FSM/LAC across the school	£4897.75	Impact was clear in Big Write books and assessments. Inferential and deductive skills improved.
Project X	KS1 and KS2 LAC/FSM children	£1225	Impact on reading and spelling skills.
Transition support	Y6 FSM children	Through DOMINO	To aid smooth transition to Secondary school for vulnerable pupils.
Maths booster groups	KS1 and KS2	£3646.25	Filling gaps and boosting confidence in Maths.

	LAC/FSM children		
Spelling boosters	KS2 LAC/FSM children	£1245	Filling gaps in spelling knowledge

In 2015/16 all year groups were taught and assessed using the new curriculum and expectations; the new expectations are higher than those of the previous curriculum and this has had an impact on results across the country (including our own); the impact is particularly noticeable for Y6 who were taught for the first five years of their school career in the previous system.

Schools aim for all children to be assessed as 'secure' within the different subjects taught. The steps of progress we use within each year group are emerging, securing and secure with those exceeding secure assessed at a 'mastery' level.

In Reception in 2015/16 there were 3 PP children. One of these PP children reached a Good Level of Development. The average point score of the PP children was 33, the average point score of the non PP children was 34.4.

In the 2015/16 end of year assessments, Year 1 and Year 2 (KS1) results show that the 9 PP children in school achieved as follows:

READING	WRITING	MATHS
<p>9 PUPILS</p> <p>67% assessed as secure or above</p> <p>22% assessed as securing</p> <p>11% assessed as below securing</p> <p>22% assessed at mastery level</p>	<p>9 PUPILS</p> <p>33% assessed as secure</p> <p>44% assessed as securing</p> <p>22% assessed as below securing</p>	<p>9 PUPILS</p> <p>56% assessed as secure</p> <p>22% assessed as securing</p> <p>22% assessed as securing</p>

It is important to note that over 1/5 of these children joined St. Michael's after January in this academic year.

In the 2015/6 end of year assessments, Year 3, 4, 5 and Year 6 (KS2) results show that the 20 PP children in the school achieved as follows:

READING	WRITING	MATHS
<p>20 PUPILS</p> <p>65% assessed as secure or above</p> <p>30% assessed as securing</p> <p>5% assessed as below securing</p> <p>15% assessed at mastery level</p>	<p>20 PUPILS</p> <p>40% assessed as secure or above</p> <p>30% assessed as securing</p> <p>30% assessed as below securing</p> <p>15% assessed at mastery level</p>	<p>20 PUPILS</p> <p>45% assessed as secure or above</p> <p>30% assessed as securing</p> <p>25% assessed as below securing</p> <p>15% assessed at mastery level</p>

It is important to note that 15% of these children joined St. Michael's after January in this academic year.

The table below shows the gap, as calculated using average point score between PP children and the non PP children in each year and Key Stage. This is based on the points awarded to each step in our in school assessment system. A negative score indicates that PP children are, on average, attaining below the level of their peers.

	Reading	Writing	Maths	Average
Key Stage 1	-0.40	-0.52	-0.69	-0.54
Key Stage 2	-0.48	-0.53	-0.36	-0.45