

Pupil Premium, 2015-16

Introduction: **what is the pupil premium?**

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after by the local authority continuously for more than six months
- children where a parent serves in the armed forces

Children entitled to pupil premium are referred to here, and nationally, as disadvantaged pupils.

For our school, it is important to note that we invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support and challenge in school.

In the next few pages, you will find:

Pupil Premium Strategy 2015-16 Overview: this is a summary of how we will invest to make sure pupils have the best possible outcomes

Pupil Premium Strategy 2015-16 Detail: this provides more detail of how we will invest the funding with an evaluation of each initiative

Pupil Premium Review: this provides a final summary of outcomes.

Contact us if you'd like to know more about how we use pupil premium in school.

Pupil Premium Strategy 2015-16: Overview

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed breakdown of our plans with rationale for investing this funding.

Total number of pupils eligible for pupil premium : 10			£25,066
what	description and detail	proportion paid for	amount
staffing			
Dedicated weekly STA support for phonics	<i>Evidence shows that targeted, structured support can have a positive impact. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, STAs can be effective at improving attainment. (Education Endowment Foundation, February 2014) Phonics phase groups, additional 1-1 phonics support, Lexia</i>	all	£4,944
Dedicated time with a teacher	1-1 learning support with JA, to develop attitudes for learning and focussed number/reading skills	all	£810
Small group work with a teacher	Focus on developing numeracy skills, across KS2, not all disadvantaged	Hourly rate/3	£5,873
Dedicated 1-1 with STA	Reading Intervention programme with RI trained STA, LH (1-1), not all disadvantaged	all	£2,128
continuous professional development			
Outstanding marking & feedback	<i>1 day course to improve staff skills in providing feedback. EEF states this is an area which has significant potential to improve outcomes</i>	none	
learning resources			
lexia	<i>A learning app to develop reading and writing skills, 3yr contract with payments in instalments, PP money did not contribute to the contract this year</i>	none	
other services			
Carlisle School's Counselling Service	1-1 counselling to develop self esteem and reduce anxiety	all	£946
tuition			
None planned 2015/16			
resources and activities to engage ad enrich			
Educational visits	<i>Activities to enrich and stimulate learning</i>		£410

Pupil Premium Strategy 2015-16: Detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium money and why. We always want to do the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis, evidence for the evaluations includes termly analysis of attainment and progress in reading, writing and maths.

specific nature of interest	rationale/aims	how we will measure impact	outcomes
<i>In 2015/16 we plan to invest pupil premium money in the following:</i>	<i>The aim of the intervention is:</i>	<i>We will measure the impact of the investment through:</i>	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
Supporting individual pupils			
Reading Intervention programme with RI trained STA, LH (1-1), not all disadvantaged	<i>Information from the EEF shows that those involved with small tuition on average make 4 months extra progress</i>	Attainment and progress Staff feedback on engagement and learning behaviours	75% pupils have made better than expected progress in reading outcomes by end 2015/16. Gap is narrowing between reading and chronological age. RI is a proven method of supporting children who have found various aspects of reading difficult to grasp. The programme works best when repeated for a second year. A range of reading material adds to interest and desire to read both at home and school.
Small group maths tuition across KS2	<i>EEF evidence suggests pupil outcomes increase by 3 months</i> Need to match the intervention accurately to the child's learning needs and that quality first teaching is evident in both small group work and the classroom.	Attainment and progress Staff feedback on engagement and confidence to tackle 'tricky' problems	Interventions were focussed in yrs3/4. Sessions proved useful in terms of understanding rules of number, progress for 33% was above expected, 66% progress was in line with expectations for SEND, however was not accelerated progress. Maths intervention to continue in 2016/17 with groups 1-2
Small group phonics	<i>EEF evidence suggests pupil outcomes increase by 3 months</i> Phonics groups matched to Phase outcomes. Sessions timetabled across KS1 to include all staff. Mixture of direct teaching, phonics games/activities, lead by teachers and STAs with 1-1 follow up sessions when needed	Attainment and progress Staff closely tracking children	Phase groupings are fluid and children move into a new Phase when ready. Outcomes above national for Yr1 Phonics Test. Yr2 retest outcomes show good progress is made in readiness for KS2

Dedicated time with a teacher	<i>EEF evidence suggests 4 months extra progress</i> To ensure children get off to a good start in Reception with good attitudes for learning and additional 1-1 to check reading writing & number skills are progressing well.	Attainment and progress EYFS curriculum	100% GLD for targeted children ensuring a smooth transition into KS1
At Ivegill CE Primary, as with other children, a small group of children experience some difficulties around social and emotional aspects of learning and this can act as a barrier to progress eg. behaviours which indicate increased emotional needs or a lack of self-confidence and self-esteem			
Carlisle School's Counselling Service	<i>EEF: social and emotional (SEL) programmes appear to benefit disadvantaged and/or low attaining pupils more than other pupils</i> To support identified children to develop self-esteem, reduce anxieties,	Willingness to engage with counsellor. Reduced anxiety at home/school. Increased capacity to engage with classroom activities.	Children enjoyed their sessions and engaged positively with the counsellor. Self-esteem developed. Programme finished earlier than anticipated due to counsellor's other commitments. Will run a transition group with external service to support identified children 2016/17.
Supporting learning in other subjects			
Take the children to the theatre to view plays on reading	To develop a love of reading, drama and music; qualitative information indicates a positive impact on reading & performance arts	Pupil feedback	Chitty Chitty Bang Bang – Theatre Royal: 'I loved this play, the dancing was great. I only come to this theatre with school but I think my grandma is going to get tickets for the pantomime.' (yr5) Wind in the Willows – Queen's Hall: 'I could see everything, the man who was mole was really, really good. We joined in with all the songs, we were the loudest. When I'm older I want to read this book.' (Yr2)
Outdoor education	<i>EEF evidence suggests 3 months extra progress</i> To develop self-esteem and confidence, to be challenged & to have fun	Engagement Willingness to be challenged. Feedback from centre staff	Highly successful residential camp. Really can't stress how important engaging with the natural environment is in terms of pupil well-being and developing an understanding of 'self' ad supporting SMSC outcomes.

Pupil Premium Strategy 2015-16: Conclusion

What are the outcomes for disadvantaged pupils?

Schools are provided with various analyses of pupil performance. Below is an overview of the data.

Please be aware Ivegill CE Primary is a small school and the proportions of disadvantaged pupils are therefore very small. As a result, we caution you into reading too much into the results of small groups as they may only be one or two pupils and are not 'statistically significant.' Looking at average results over three years gives a better overview of performance.

In 2016 the government changed the curriculum and how it is to be assessed, this also included end of key stage tests.

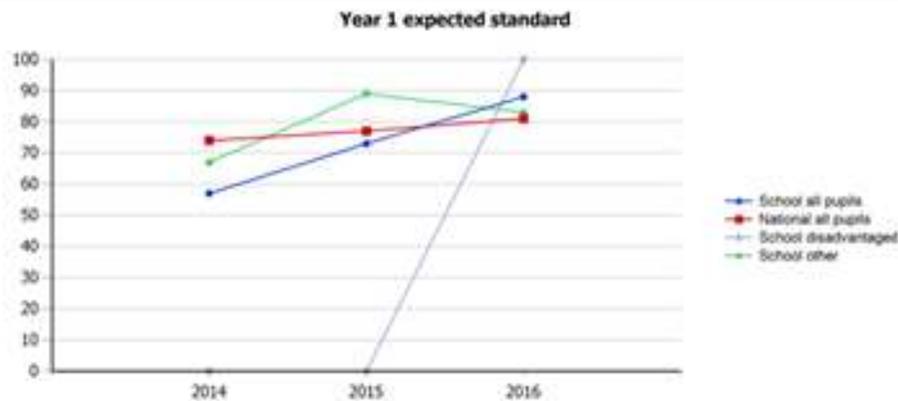
'The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous years' statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.' Head of Profession of Statistics, Department for Education, SFR 30/2016, 5 July 2016.

Early Years

In 2015/16 there was one pupil entitled to pupil premium funding. This pupil attained a good level of development.

Key Stage 1 Phonics

The graph below shows the percentage of Year 1 pupils achieving the expected standard in the phonics screening check. There were no disadvantaged children in 2014 or 2015. All disadvantaged children in Yr1 achieved the standard in 2016. The proportion of pupils that met the expected standard in phonics was above the national figure.



Key Stage 1 Reading, Writing and Maths

In 2015/16 there were two disadvantaged children in the cohort. Teacher assessments indicated both children were working towards national expectations in reading, writing and maths.

Key Stage 2 Reading, Writing and Maths

The average scaled score is the new way to measure attainment. Children are given a scaled score based on their end of key stage tests (SATs).

100 is the expected score; a score less than this indicates that a child is working at a lower level. All the children's scaled scores are averaged out to enable schools to be compared overall.

Progress is measured in a new way too. Where 0.0 indicates expected progress, a number above this (ie. a positive number, up to 10) indicates better than typical progress and a number less than 0.0 (ie a negative number) indicates less than typical progress.

There were no disadvantaged pupils in Year6 2015/16.