

**Review Impact of Pupil Premium Spending 2015-2016**

Number of pupils and premium grant (PPG) received

Total number of pupils on roll	211
Percentage of pupils eligible for PPG	33.65% (71)
Total amount of PPG received	£93,720

The disadvantaged pupil on roll increased by 10% to 43% throughout the academic year.

**Nature of support 2015/16**

Training for all staff - Inclusion and commitment to making a difference - Sir John Jones

Achievement for all programme - Coaching programmes to close achievement gaps in vulnerable groups.

- Target group resources - individualised learning programmes and resources available where needed
- Support Assistant staffing - provision of learning and intervention programmes with individuals and small groups
- Additional teacher in Year 6 - Children to work in smaller learning groups
- Targeted support sessions after school - children achieve their targeted levels
- Employment of Parent Support Advisor - vulnerable children and families are supported and engagement with school is maximised
- Additional support from Movement Difficulties Service to intervene at an early stage - children's gross and fine motor skills are monitored and provision identified and provided
- Targeted support sessions after school and in school holidays
- New Reading Scheme - including phonic based books for key stage 1 and high interest for boys and lower ability
- Curriculum enrichment - supporting costs for educational visits and experiences to support pupils' engagement in their learning (Winmarleigh Hall/London Visit)

**Measuring the impact of PPG spending**

- 2015/16

Pupils who are entitled to the pupil premium are tracked extensively throughout their time at school and usually make expected or better progress.

We also track other factors such as engagement in out of school hours learning and attendance on residential trips and visits to ensure that all pupils are accessing every opportunity equally.

The school reports progress of pupils entitled to the pupil premium to the governing body termly.

**How do we know if this is making a difference?**

We track the progress of all our pupils in school on a half- termly basis and we compare children according to different characteristics including FSM. The DfE also publish our results in a report called RAISEonline which analyses our school data. Below is a



summary of the RAISEonline report for the children at the end of Reception, KS1 and KS2 showing how well children who are entitled to FSM verse those not entitled to FSM.

In Reception, the disadvantaged pupils achieving GLD has continued to improve and is now at 69.2%. This has increased by 49% since 2014. The in school gap has opened slightly but this isn't regarded as significant as it only refers to one child in a cohort that was 50% FSM. The proportion of disadvantaged pupils reaching ARE has increased from entry by between 41 and 73% - this is a success although it should be noted that a greater proportion of other pupils are attaining the expected level.

In Year 1, 68.8% disadvantaged pupils achieved the expected level in the Phonics Screening Test. This is an increase of 25% on the previous year. There were 8 children across all groups in Year 1 that didn't meet the expected level - 5 were SEND and 3 have a QFT. In addition, 3 children joined the school during mid-year.

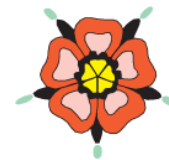
At the end of Key Stage 1, the in school gap between disadvantaged pupils to non-disadvantaged ranges from 29%-36%. When analysing the disadvantaged pupil's data without SEND children, the disadvantaged children were inline in reading and maths. In writing disadvantaged pupils achieved better than non-disadvantaged by 7%. There has been an increase of between 4% and 24% in the proportion of disadvantaged pupils reaching ARE since Reception.

In Year 6, 58% of disadvantaged children achieved the ARE in reading which was 5% higher than non-disadvantaged pupils. 75% of disadvantaged children achieved the ARE in writing but 85% of non-disadvantaged achieved the expected level. In maths 33% ARE compared with 69% of non-disadvantaged pupil. When evaluating the proportion of disadvantaged pupils reaching ARE from Key Stage 1 to Key Stage 2, It should be noted that as different data sets are used there can be no direct comparisons made between year groups. The in school gap has reduced across Key Stage 2 in writing and to a lesser extent maths and been closed in reading. There has been an increase in the proportion of pupils reaching ARE in writing - this is particularly notable for disadvantaged pupils (+35%). Provision has impacted positively on the proportion of disadvantaged pupils exceeding the expected level by the end of Key Stage 2 when compared to outcomes at the end of Key Stage 1.

**Outcomes from last year's spending - £92,300**

**Percentage of pupils achieving GLD**

Reception Good Level of Development			
		2016 (validated results)	
	All	FSM	Non FSM
% of pupils making GLD	69.2% (18/26)	69.2% (9/13)	76.9% (10/13)



**Reception (2016) proportions reaching ARE compared to those meeting ARE on entry**

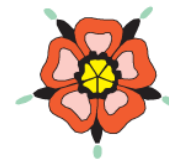
		Proportion at ARE on entry	Proportion at ARE at the end of Reception	
<b>Reading</b>	All	37	73	
	Disadvantaged	14	55	+41
	Other	78	87	+10
	Gap	-64	-32	

		Proportion at ARE on entry	Proportion at ARE at the end of Reception	
<b>Writing</b>	All	29	73	
	Disadvantaged	7	55	+48
	Other	66	87	+21
	Gap	-59	-32	

		Proportion at ARE on entry	Proportion at ARE at the end of Reception	
<b>Maths</b>	All	0	81	
	Disadvantaged	0	73	+73
	Other	0	87	+87
	Gap	=	-14	

**Phonics screening**

<b>Year 1 Phonics Screening Check</b>			
		2016 (validated results)	
	<b>All</b>	FSM	Non FSM
<b>% of pupils achieving ARE</b>	82.2% (37/45)	68.8% (11/16)	89.7% (26/29)



Year 2 meeting ARE

Year 2 - % of pupil meeting ARE		2016 (validated results)	
	All	FSM	Non FSM
% of pupils meeting ARE in Reading	67% (16/24)	44% (4/9)	80% (12/15)
% of pupils meeting ARE in Writing	62.5% (15/25)	44% (4/9)	73% (11/15)
% of pupils meeting ARE in Mathematics	67% (16/24)	44% (4/9)	80% (12/15)

Year 2 (2016) proportions reaching ARE from entry

		Proportion at or above ARE at the end of Reception		Proportion at or above ARE on exit at the end of Year 2	
Reading	All	54		67	
	Disadvantaged	40		44	+4
	Other	57		80	+23
	Gap	-17		-36	

		Proportion at or above ARE at the end of Reception		Proportion at or above ARE on exit at the end of Year 2	
Writing	All	39		63	
	Disadvantaged	20		44	+24
	Other	43		73	+30
	Gap	-23		-29	

		Proportion at or above ARE at the end of Reception		Proportion at or above ARE on exit at the end of Year 2	
Maths	All	54		67	
	Disadvantaged	40		44	+4



	Other	57		80	+23
	Gap	-17		-36	

**Year 6 meeting ARE**

Year 6 - % of pupil meeting ARE			
		2016 (validated results)	
		All	
		FSM	Non FSM
% of pupils meeting ARE in Reading	56% (14/25)	58% (7/12)	53% (7/13)
% of pupils meeting ARE in Writing	80% (20/25)	75% (9/12)	85% (11/13)
% of pupils meeting ARE in Mathematics	52% (13/25)	33% (4/12)	69% (9/13)
% of pupils meeting ARE in SPAG	60% 15/25	41% (5/12)	76% (10/13)

Year 6 - % of pupil meeting ARE			
		2016 (validated results)	
		All	
		FSM	Non FSM
% of pupils meeting ARE in Reading, Writing and Mathematics	40% (10/25)	33% (4/12)	46% (6/13)

**Year 6 (2016) proportions reaching ARE from entry to Key Stage 2**

		Proportion at or above ARE on exit at the end of Year 2		Proportion at or above ARE on exit at the end of Year 6	
Reading	All	75		56	
	Disadvantaged	60		58	-2
	Other	83		53	-30
	Gap	-23		+5	

		Proportion at or above ARE on exit at the end of Year 2		Proportion at or above ARE on exit at the end of Year 6	



<b>Writing</b>	All	64		80	
	Disadvantaged	40		75	+35
	Other	78		85	+7
	Gap	-38		-10	

		Proportion at or above ARE on exit at the end of Year 2		Proportion at or above ARE on exit at the end of Year 6	
<b>Maths</b>	All	68		52	
	Disadvantaged	40		33	-7
	Other	83		69	-14
	Gap	-43		-36	

### Pupil Premium Grant Expenditure 2016/17

#### Number of pupils and premium grant (PPG) received

Total number of pupils on roll	<b>215</b>
Percentage of pupils eligible for PPG	40.9% (88)
Total amount of PPG received	£116,160

#### Nature of Planned Spending 2016/17

##### Training for all staff

- Effective Marking and Feedback - Jane Kennedy
- Developing Reading and Readers - Jane Kennedy
- Developing confidence and consistence with assessment - Alison Lazenby
- Conquer Computing

Achievement for all programme - Coaching programmes to close achievement gaps in vulnerable groups.

- Target group resources - individualised learning programmes and resources available where needed
- Support Assistant staffing - provision of learning and intervention programmes with individuals and small groups
- Additional teacher in Year 6 - Children to work in smaller learning groups
  - Year 6
  - Year 5
  - Year 2



- Targeted support sessions after school - children achieve their targeted levels
- Inclusion Support Advisor - work with vulnerable children and families to ensure they are supported and engage with school
- Nurture Group - to develop children's social and emotional skills
- Additional support from Movement Difficulties Service to intervene at an early stage - children's gross and fine motor skills are monitored and provision identified and provided
- Targeted support sessions after school and in school holidays
- Clubs including Breakfast Club
- Online subscription - Conquer Maths, Bug Club, Abacus Active Learn
- Curriculum enrichment - supporting costs for educational visits and experiences to support pupils' engagement in their learning (Winmarleigh Hall/France Visit)

**Pupil Premium Planned Spending 2016/17 (Provisional Funding - £116,160)**

Item/Initiative	% Allocation	Aims	Rationale
Additional TA support enabling small group support for Numeracy and Literacy throughout school.	<b>10%</b>	To ensure targeted pupils make accelerated progress and narrow the gap between FSM and Non FSM in school.	TAs can improve learning if they are trained and deployed carefully.
To continue to provide short-term intervention programmes for underachieving/attaining pupils.	<b>6%</b>	Targeted support through intervention provision in Reading, Writing and Numeracy.	Small group interventions are effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition.
To continue to provide booster groups for targeted pupils.	<b>3.5%</b>	To boost pupils confidence and accelerate progress of individuals.	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.
To provide booster sessions before/after school and during school holidays to support pupils with Numeracy and Literacy.	<b>5%</b>	Small groups targeted for support pupils in Numeracy and Literacy - Preparation for SATs.	
Additional Teacher Year 6. This enables pupils to be grouped according to ability in Literacy and Numeracy so that achievement/attainment of pupils will continue to increase.	<b>15%</b>	Reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will	Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the
Additional Teacher Year 5. This enables pupils to be grouped according to ability in Literacy and Numeracy so that	<b>15%</b>		



## Rosa Street Primary School - Pupil Premium

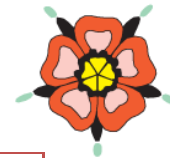


achievement/attainment of pupils will continue to increase.		increase.	amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20 or even below 15.
Additional Teacher Year 1. This enables pupils to be grouped according to ability in Literacy and Numeracy so that achievement/attainment of pupils will continue to increase.	<b>15%</b>		
Nurture Group	<b>4%</b>	To develop children's social and emotional skills to help get pupils ready to learn.	Specialised programmes can be used to target students with either behavioural issues or behaviour and academic problems.
CPD, visits, purchasing and training of interventions to improve achievement and attainment	<b>3%</b>	To develop effective marking and feedback. To improve reading and children as reader. To develop confidence and consistence with assessment.	If staff are are trained and deployed effectively they can have positive effects on behaviour and attainment.
Inclusion Support Advisor	<b>10%</b>	A proportion of funds will be available to support individual children's personal needs. This may support vulnerable children and families to ensure they are supported and engage with school.	School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning. It should also be noted that other approaches, such as parental involvement programmes, are often associated with reported improvements in school ethos or discipline.
Early Interventions/Pastoral support/therapies from outside agencies. (School Counsellor, Therapeutic Writing, Draw 'n 'Talk, Behaviour Support Early Intervention, Story link)	<b>3.5%</b>	To help improve the alertness, confidence and behaviour of pupils during lessons.	Disadvantaged children benefit from good-quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component.
Curriculum enrichment - supporting costs for educational visits and experiences to support pupils' engagement in their learning including	<b>1%</b>	Allows those from disadvantaged children to participate in a range of	The impact of arts participation on academic learning





## Rosa Street Primary School - Pupil Premium



Winmarleigh Hall/France Visit.		experiences that will support their engagement in learning.	appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.
Children in receipt of the pupil premium are not expected to pay for music tuition, after school clubs or breakfast club.	<b>0.5%</b>	Wide range of clubs and opportunities run by school staff and where appropriate external coaches.	
Achievement for all programme	<b>6.5%</b>	To close the achievement gap between children deemed vulnerable to underachievement using a variety of coaching and learning styles - including those on free school meals, looked-after children, and those identified with SEND - and their peers.	Learning styles' that can be used reliably to identify genuine differences in the learning needs of young people, and evidence suggests that it is unhelpful to assign learners to groups or categories on the basis of a supposed learning style.
Online Subscriptions - Conquer Maths - Abacus Active Learn - Bug Club	<b>2%</b>	Digit learning spaces used to support children in school and at home.	Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more.

Rationale refers to research complete by the Sutton EEF Tool kit -

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>