

Pupil Premium Statement 2015/16

All schools receive additional funding from the Government to support disadvantaged pupils. The Government funding is based on the number of pupils who are: currently in receipt of a daily free school meal (FSM), those who have been in receipt of a free school meal in the last 6 years (Ever6). The amount allocated per pupil in 2015/16 was £1320

Service Children at per pupil in 2015/16 was £300 and Looked After Children (LAC), those in local authority care £1900.

The total amount of Pupil Premium Funding for 2015/16 received by the school was £141,120

The percentage of pupils per class in receipt of Pupil Premium Funding is as follows:

Year 6 – 15/24 = 63%

Year 5 – 15/22 = 68%

Year 4 – 15/28 = 54%

Year 3 – 15/30 = 50%

Year 2 – 16/27 = 59%

Year 1 – 14/27 = 52%

F2 – 14/30 = 47%

The overall percentage of pupil from Year R to Year 6 in receipt of Pupil Premium Funding is 53%

We have identified all the pupils who are eligible for the funding from the school census. We target specific interventions to support children who are in receipt of the funding through pupil progress meetings, which take place periodically throughout the year. The strategy we use to target interventions is based on evidence from the Sutton Trust Educational Endowment Fund toolkit, showing the impact and value for money of a range of interventions and services. We calculate the progress of this key group of children, measuring and evaluating the impact of the interventions funded by the Pupil Premium budget.

| Summary of Objectives: | | |
|--|---------|---|
| <ul style="list-style-type: none"> To raise achievement in literacy and numeracy To provide social and emotional support To raise levels of attendance To increase pupil engagement and readiness to learn To increase engagement of parents/carers in pupil learning | | |
| Action | Cost | Impact/Details |
| Parent Support Advisor & Administration | £24,816 | PSA has worked with approximately 30 families involving about 60 – 70 children. |
| Breakfast Club/After School Club | £9750 | Increase in the numbers of children attending the breakfast and after school club. Impacted positively on the levels of attendance and reduction in lateness. |

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|---|---------|---|
| Forest School | £3240 | Training and resources for more staff to be trained as Forest School Leaders. More classes with a weekly dedicated FS session – impact on writing is evident, particularly for boys. |
| Teaching Assistants | £28,663 | Additional Teaching Assistants within specific classes to support social/emotional needs. Pre-teaching for targeted pupils. Social emotional well-being reduces incidents of poor behaviour – see Behaviour log. |
| Pupil Conferencing | £9600 | All teachers are allocated weekly supply to conference targeted pupils in literacy and numeracy 1:1 – quality time for feedback and going through misconceptions/pre-teaching. Valuable 1:1 quality time with class teacher – positive impact evident in books. |
| TGS Coaching | £16,100 | PE Coaching sessions before and after school. Increased levels of attendance. |
| Thrive resources/training | £1927 | Whole school has been screened and pupils identified who require additional support. |
| Drake Tutors | £14,147 | 1:1 tuition in literacy and numeracy bespoke for the individual needs. All those targeted from Year 6 made the expected or better levels of progress in 2015 KS2 tests. |
| Adventure Okehampton Year 6 Residential | £6706 | Year 6 Monday – Friday Okehampton Team Building – raising self-esteem. Feedback was very positive. |
| Music/Guitar Tuition | £4755 | 2 Guitar groups – beginners and advance sessions weekly. KS1 & KS2 singing/music session weekly. Feedback is always very positive, giving children opportunities and experiences that they might not have access to. |
| KS2 Daily Fruit | £2358 | Promotion of healthy living and well-being. |
| Bushcraft – Weekly session during Spring 2016 | £230 | Sessions to promote team building, social skills and self-esteem. Feedback is always very positive, giving children opportunities and experiences that they might not have access to. |
| Keyboard tuition x weekly session | £2100 | Targeted Pupils offered the opportunity to learn the piano/keyboard. Feedback is always very positive, giving children opportunities and experiences that they might not have access to. |
| Horticultural Therapy | £1760 | Targeted pupils weekly session. Reduction in the recorded incidents of negative behaviour. |
| Holiday Club | £405 | Holiday club sessions daily through the majority of school holidays. |
| Devon CAP | £100 | Safeguarding and Child Protection awareness training for pupils – workshops and whole school assembly. From Spring '15 pupil survey, children know what they should do if they have concerns. |
| M&M Productions | £1490 | Whole School Pantomime Performances and workshop for Y5/Y6. Feedback is always very positive, giving children opportunities and experiences that they might not have access to. |

| | | |
|-----------------------------------|-------|---|
| Discovery Surf – Y5/Y6 | £245 | Surf Lessons during Bigbury Beach trip. Group of 12 pupils identified. Raises self-confidence and self-esteem levels. Feedback is always very positive, giving children opportunities that they might not have access to. |
| Circus Skills – Baba Yagas Circus | £180 | Selected pupils from Y5/Y6 – weekly circus skill sessions. Raising self-esteem. Feedback is always very positive, giving children opportunities and experiences that they might not have access to. |
| Coach Travel | £1910 | Giving children opportunities and experiences that they might not have access to. |
| Uniform Purchase | £41 | To settle some children into school who start with us, we have had to buy some items of uniform where there is a need. |
| Plymouth Learning Partnership | £2677 | Access for CPD to staff |
| Gifted & Talented Day | £33 | Feedback is always very positive, giving children opportunities and experiences that they might not have access to. |

KS2 SATS 2015

Cohort information: 25 pupils (26 – 1 dis-applied for EAL status)

SEN (4) = 16% FSM/E6 (21) = 52%

| | L4+ | L3 | 4C+ | 4B+ | 4A+ | 5C+ | 5B+ | 5A+ |
|--------------|------------|-----|-----|-----|-----|-----|-----|-----|
| Reading | 96%(24/25) | 4% | | | | 16% | | |
| GPS | 84%(21/25) | 16% | | | | 48% | | |
| Maths | 92%(23/25) | 8% | | | | 20% | | |
| Writing (TA) | 72%(18/25) | 28% | | | | 12% | | |

72% level 4+ in English and Maths combined

Summary

KS2 results are very good and above the floor standard of 65% in RWM. Pupils are expected to make at least 2 levels progress (e.g. from a level 2 at the end of KS1 to a level 4 at the end of KS2).

Reading: 91% made expected levels of progress+ in the test. 39% made more than expected progress of 3 levels (16 points +) with 48% making 14 points +.

Maths: 100% made expected 2 levels progress and 43% more than expected with 3 levels progress at 16 points + and 57% making 14+ points from the tests.

Writing: 96% made expected 2 levels progress + from the teacher assessment. 28% made 3 levels progress 16 points + and 39% made 14+ points better than expected progress from the teacher assessment.

Reading

| | Reading KS2 Points | Reading VA Points Progress (12 = expected) |
|--------------|-----------------------|---|
| APS/VA | 27.7 | 13.7 |
| Male(11) | 27.5 | 14.4 |
| Female(14) | 27.9 | 13.1 |
| SEN(4) | 25.5 | 16.5 |
| Non SEN(21) | 28.1 | 11.8 |
| FSM/E6(21) | 27.3 | 12.0 |
| Non FSM(4) | 30.0 | 16.7 |
| EAL(3) | 29.0 | 16.0 |
| Mobile(8) | 27.7 | 11.7 |
| Non mob (17) | 27.7 | 14.4 |

Reading: 91% made expected levels of progress+ in the test. 39% made more than expected progress of 3 levels (16 points +) with 48% making 14 points +.

Summary

2 pupils did not make the 2 levels of expected progress, both (girls) had joined from other schools during KS2 and had been given a level 3 in KS1 at their previous school.

Maths

| | Maths Test Points | Maths VA Points (12 = expected) |
|-------------|----------------------|---------------------------------|
| APS/VA | 27.7 | 14.4 |
| Male(11) | 28.0 | 14.6 |
| Female(14) | 27.4 | 14.3 |
| SEN(4) | 24.0 | 18.0 |
| Non SEN(21) | 28.4 | 13.7 |
| FSM/E6(4) | 27.6 | 14.6 |
| Non FSM(21) | 28.5 | 13.5 |
| EAL(3) | 31.0 | 16.0 |
| Mobile (9) | 27.0 | 14.0 |

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|--------------------|------|------|
| Non Mobile (16) | 28.1 | 14.6 |
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Maths: 100% made expected 2 levels progress and 43% more than expected with 3 levels progress at 16 points + and 57% making 14+ points

Writing

| | Writing TA Points | Writing VA Points (12 = expected) |
|-------------------|-------------------|--------------------------------------|
| APS/VA | 25.8 | 13.4 |
| Male(11) | 24.3 | 14.0 |
| Female(14) | 27.0 | 13.0 |
| SEN(4) | 21.0 | 15.0 |
| Non SEN(21) | 26.7 | 13.0 |
| FSM/E6(21) | 25.6 | 13.4 |
| Non FSM(4) | 27.0 | 13.3 |
| EAL(3) | 25.0 | 10.0 |
| Mobile(9) | 26.3 | 12.9 |
| Non Mobile(16) | 25.5 | 13.6 |

Writing: 96% made expected 2 levels progress + from the teacher assessment. 28% made 3 levels progress 16 points + and 39% made 14+ points better than expected progress from the teacher assessment.

Year 6 KS2 2015 SATS (expected progress = 12.0)

| Writing | | | Reading | | Maths | |
|---------------|------|------|---------|------|-------|------|
| APS/VA | 25.8 | 13.4 | 27.7 | 13.7 | 27.7 | 14.4 |
| Male(11) | 24.3 | 14.0 | 27.5 | 14.4 | 28.0 | 14.6 |
| Female(14) | 27.0 | 13.0 | 27.9 | 13.1 | 27.4 | 14.3 |
| SEN(4) | 21.0 | 15.0 | 25.5 | 16.5 | 24.0 | 18.0 |
| Non SEN(21) | 26.7 | 13.0 | 28.1 | 11.8 | 28.4 | 13.7 |
| FSM/E6(21) | 25.6 | 13.4 | 27.3 | 12.0 | 27.6 | 14.6 |
| Non FSM(4) | 27.0 | 13.3 | 30.0 | 16.7 | 28.5 | 13.5 |
| EAL(3)(1) | 25.0 | 10.0 | 29.0 | 16.0 | 31.0 | 16.0 |
| Mobile(9) | 26.3 | 12.9 | 27.7 | 11.7 | 27.0 | 14.0 |
| Non Mob.(16) | 25.5 | 13.6 | 27.7 | 14.4 | 28.1 | 14.6 |

From these results we can see that the group of Pupil Premium children is 21 (each child is worth 4.8%) and the Non Pupil Premium group is 4 (each child is worth 25%). This means that the data is not statistically significant.

From this data we can see in Writing and Maths the Value Added score shows that the Pupil Premium and Non Pupil Premium children made more than expected progress, with the Pupil Premium group doing slightly better on average particularly in Maths. In Reading the Pupil Premium group made expected value added progress but didn't make as much progress as the Non Pupil Premium group.