



## **Pupil Premium Report 2015-16**

### **What is it?**

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium.

### ***Our priorities at The Willow are:***

- To ensure that all children who are entitled to the pupil premium are able to access the learning
- To narrow the gap between children who are entitled to the PP and the national average at KS2
- To address any underlying inequalities between children eligible for pupil premium and others
- To broaden experiences for children
- To support the emotional development of children by providing counselling sessions and small group interventions.
- To provide specialist support to children

### **PUPIL PREMIUM FUNDING 2015-2016**

<b>Pupil premium funding</b>	<b>Total amount</b>	<b>Number of Children entitled to the Pupil Premium</b>	<b>Percentage of pupils entitled to pupil premium</b>
April 2015-March 2016	£ 289,000	217	54%



**During 2014-2015 we used the Pupil Premium in the following ways:**

Spending	Objective
Learning Mentor X 5 days a week	To improve learning behaviour around the school to ensure maximum impact of teaching and learning. To support vulnerable children with their emotional stability.
Counsellor X 1.5 days per week Fowler Newson Project	To support pupils emotional well being and enable pupils to engage fully in learning to make good progress
Set Group Teacher in Year 6	To improve progress and attainment of year 6 children by significantly reducing class sizes, especially of lower attaining pupils.
Additional teacher for maths for SEN children in Y5 & 6 - 1hr x5 days a week	To improve attainment and progress on SEN children in in 5/6 through a more personalised approach to their learning in maths and small group support (x10 children, 70% PP)
Additional teacher for English in year 5, 1.25 hrs x 4 days a week	To improve progress and attainment of year 5 children by significantly reducing class sizes and providing targeted teaching for specific groups over the year during English lessons
Additional teacher for maths in year 4, 1hr x 4 days a week	To improve progress and attainment of year 5 children by significantly reducing class sizes and providing targeted teaching for specific groups over the year during maths lessons
Easter Booster Classes	To achieve expected standard 4 in Reading, Writing and Maths and/or make at least expected progress
2 Teachers allocated 4 afternoons a week Spring & Summer term for Y6 intervention	To accelerate the progress of targeted children in Y6
After School Booster Classes	To achieve Level 4/5 Reading, Writing and Maths and/or make at least expected progress
Tracey Cambell – Be The One	Provide transition and self belief training for year 6 as well as release Y6 teachers to do 1:1 writing conferencing with children in the class
Mr Investigator Motivational Speaker	To motive children to do their best and believe in their ability
Funding for school trips and BESS	To ensure pupil premium children have equal access to education trips, breakfast club after school activity provision
Funding to provide uniform/PE kit	To ensure pupil premium children have access to uniform in a good condition, necessary equipment / kit to enable them to access all areas of the curriculum.
2x support staff trained in catch up maths	1:1 provision for children identified as falling behind in reading and maths to teach specific gaps and improve



and 1x support staff in catch up reading – programme delivery x3 pm a week each	access to year group curriculum
Trained TA working as an EAL group teacher group teacher x5 afternoons a week (60% of EAL children are also PP)	To improve access to learning through the development of English language knowledge and skills for identified EAL children
Dedicated non-class based RWI phonics leader	To improve children’s outcomes in phonics through: training and development of staff, analysis of phonics information to identify and target gaps, taking 1:1 and small group phonic interventions
6 days of greater depth maths workshops at a neighbouring LA led by a leading maths consultant (for x3 children)	To give highly able maths children in Y6 the opportunity to work alongside able mathematicians from a range of schools from different LAs whilst accessing an extended greater depth curriculum

### Outcome for Year 6 - Pupil premium pupil’s SATs results

Please note that this year group had x5 high level SEN children (with EHCP/Statement) who are also Pupil Premium, therefore the attainment data is shown WITH / WITHOUT them

	Reading		Writing		GPS		Maths	
	School	National*	School	National*	School	National*	School	National*
<b>% Working at or above the expected standard</b>	57.1% / 66.7%	66%	71.4% / 83.3%	74%	68.6% / 80%	72%	74.3% / 86.7%	70%
<b>Average scaled score- a score of 100+ is expected standard</b>	101.3	103	n/a	n/a	104.5	104	105	103
<b>Progress measure- a score of 0 is national average</b>	-1.3	0	2.8	0	n/a	n/a	1.5	0

\* The percentages / score given here for **ALL pupils nationally**, not national pupil premium. At the time of writing this report national figures for pupil premium children had not yet been published.



## Intervention Groups – Provision & Outcomes

Who	What	Why	Aim	Evaluation/Outcome
12x Y6 children (6x PP children)	Writing Booster sessions  Groups ranging from 1:3 to 1:6, approximately 1 hour per week per group – both in school and before/after school	Children in these groups were at risk of not attaining the expected standard in writing at the end of year 6.	Attain expected standard in writing by the end of the year.	92% of the children achieved the expected standard.  83% of the 6 pupil premium children achieved the expected standard.
10x Y6 children (7x PP children)	Maths Booster sessions  Groups ranging from 1:3 to 1:6, approximately 1 hour per week per group – both in school and before/after school	Children in these groups were at risk of not attaining the expected standard in writing at the end of year 6.	Attain expected standard in maths by the end of the year.	90% of the children achieved the expected standard.  100% of the 7 pupil premium children achieved the expected standard.
8x Y6 children (6x PP children)	Reading Booster sessions  Groups ranging from 1:3 to 1:6, approximately 1 hour per week per group – in school time	Children in these groups were at risk of not attaining the expected standard in reading at the end of year 6.	Attain expected standard in reading by the end of the year.	38% of the children achieved the expected standard.  17% of the 6 pupil premium children achieved the expected standard.
8x Y6 children (7x PP children)	Global boost  2 groups, 2-3 hrs a week each (Spring & Summer)	Children in these groups were at significant risk of not attaining the expected standard in all subjects at the end of year 6.	Attain expected standard by the end of the year.	Reading – 25% achieved expected standard (29% of PP)  GPS – 50% achieved expected standard (57% of PP)



				Maths - 80% achieved expected standard (86% of PP)
3x Y6 children (2x PP children)	Greater depth maths classes  X6 days	To give highly able maths children in Y6 the opportunity to work alongside able mathematicians from a range of schools from different Las whilst accessing an extended greater depth curriculum	Children's enjoyment of challenging maths, attain greater depth	Children attained greater depth with scaled scores of 117, 117 and 113. The 2 pupil premium children both scored 117.
Year 5	Literacy– an additional teacher worked with year 5 during English lessons working with different groups of children across the year	Through targeted teaching for each unit of learning provide a range of support aimed at raising attainment in literacy and maths in Y5. The additional teacher works to address and consolidate gaps in the children's learning, with a particular focus on addressing persistent gaps in writing.	Improved progress and accelerated progress across Y5	Using in school data: Reading – 93% expected prog, 36% better than expected prog. Writing – 96% expected prog, 66% better than expected prog.
X9 Year 5 & 6 SEN children (6x PP children)	Maths – Additional teacher taking SEND children for maths lessons	To provide a more personalised and tailored programme of learning for these children.	Accelerated progress for the children in the group	67% of children made accelerated progress in maths (67% of PP)
Y1 children	Phonics catch up 20mins 1:1 daily on a rolling programme	Children's phonic knowledge is not yet secure, particularly in relation to set 2 and set 3 sounds		86% of Y1 pupils passed the phonics test at end Y1 (5% higher than National and a 9% increase from previous year) 82.4% of PP children passed the phonics test.



### Planned spending for 2016-17 (£281,195)

- Additional teachers so that there are 3 teachers per year group (yrs. 2-6)
- Learning mentor
- Counsellor
- Speech & language TA working in KS1/KS2
- EAL TA working in KS1/2
- Greater depth maths
- Booster classes
- Group Intervention sessions
- Workshops and trips
- After School Activities
- Breakfast club
- Provision of school uniform and PE kit
- Providing core reading book packs for home
- Early Language Assistant

