

## Pupil Premium – End of Year Review 2015/16

Number of Pupils On Roll - 241

Total Number of Pupils Eligible for PPG - 25 (10%)

Total Amount of PPG Received - £31,840 (£1273 average per pupil)

<u>Action/Intervention</u>	<u>When</u>	<u>Lead Responsibility</u>	<u>Cost</u>	<u>Impact</u>	<u>Outcomes</u>
Employ teaching staff to provide intensive support to Year 5 and 6 – 0.4 sessions per week	From September 2015 onwards with regular reviews linked to Pupil Progress Meetings and Data Analysis	HT/DHT – Data/PPM  Inclusion Manager – Intervention  CS/JJo/TH – teaching staff	£13,700	Measure through regular data snapshots in Pupil Progress Meetings.  Teaching staff to monitor using AWL.  SLT to feedback to governors as per the Monitoring Cycle.	Throughout the year intervention was targeted at pupils in Y5 and Y6 who were in need of challenge and support. Pupil Premium cohort benefitted from this on-going intervention and results (p4) show how the gaps between Pupil Premium and non-Pupil Premium have decreased significantly throughout the academic year.  Throughout the year the DHT was able to take a number of small intervention groups over 5 sessions p/w, whilst the Y6 TA provided a range of tailored maths interventions every PM. Additional specialist English teaching support was bought in to support Y6 in writing focused interventions twice sessions a week.  The Y6 teaching team also ran afterschool interventions for Y6 children 4 times per week.  See data analysis for further details of progress and attainment.
Employ a Learning Mentor, Level 2 to ensure quality pastoral provision is available for pupils and parents/carers and staff.	From Sept 2015 – 3 pm's p w	MC – Learning Mentor  SLT:- TH- Assessment & Behaviour Lead EH – Inclusion Manager	£4,762	Raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.	The Learning Mentor worked closely with a range of children to help them with their behavioural, pastoral, social and emotional needs.  PP children had access to the Learning Mentor through a range of group delivered sessions in the afternoons. Some PP children also had very focused 1 to 1 work with the Learning Mentor since January to support them with their learning outside of the classroom environment and in their reintegration into school following any fixed term exclusions.

					Rigorous monitoring of behaviour standards and giving children the opportunity to reflect on their behaviour also saw incidences of poor behaviour decrease significantly throughout the year. The Learning Mentor was also able to support this process through nurture and pastoral work.
Provide specific, focused scaffolds, support and challenge for identified pupils to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 2	From September 2015 10 hours per week	BL – TA in Yr 6  SLT :- CS – KS 2 Lead & Yr 6 CT  TH – Assessment Lead	£4,300	Measure through regular data snapshots based on quality provision, assessment for learning and assessment without levels, linked to the monitoring cycle.	Through lesson observations, planning and book scrutiny and pupil progress meetings found the provision throughout the year to be of a very high standard. This was also noted in an Instructional Round in the first half of the Spring Term. The Y6 CT with the help of the TA led interventions has shown that significant progress has been made amongst all groups in the class so far this academic year across the core subjects, with the Pupil Premium children able to gain a level of parity with the whole class. Provision has been highly tailored to meet the needs of the pupils and the expectations and level of challenge are consistently high.
To support and fund educational visits for PP pupils	From Sept 15-Sept 16 Hook Days, Visits And London Trip (June 2016)	TH – Assessment Lead EH – Inclusion Manager DK - SBM	£1,250	Encourage parents/carers to take up this offer. 100% of PP pupils taking part in trips/visits to ensure new experiences and effective bread and balance in the curriculum	Each class in the school has utilised Hook Days to a high standard to engage learning at the start of a topic. School trips are inclusive to all pupils and provision is in place to ensure children in receipt of pupil premium have funding available to engage with any offsite activity.  Eligible Pupil Premium pupils where subsidised the cost of the Y5/6 London residential where applicable.
To provide free milk to those in receipt of funding	From Sept 2015-Sept 2016	TH – Assessment Lead EH – Inclusion Manager DK - SBM	£100	Monitor and encourage up-take by pupils in receipt of PP funding to assist with and improve healthy living opportunities	54% of Pupil Premium took up the free milk offer that was made available to them to encourage a healthy lifestyle and balanced diet.
To provide extra-curricular activities for PP pupils including PE and music.	From Sept 2015 - Sept 2016	SB – Music Lead TH – Assessment Lead/PE Lead EH – Inclusion Manager		Increase from 75% uptake by PP pupils to increase access and improve skills.	% of Pupil Premium children accessing afterschool clubs was at 14% of the whole number of individual, unique children taking part. This is a slightly higher level than the % of PP children in the whole school cohort of 10%.

		DK - SBM			This number rose though the year as the overall number of participants in afterschool clubs also increased.
To develop the role of peer mentoring		LH – Teaching and Learning EH – Inclusion Manager	SLT cover x 2 x pm session £150	PP pupils have access to peer mentoring to support specific challenges	Play Leaders and Behaviour Ambassador schemes run in the school have helped deliver a significant portion of the peer-mentoring aspect within school. Children have had the opportunity to lead peer lead games and activities at break times as well as take a hands on role managing behavior in the classroom.  Collaboration work between classes has also allowed older pupils to mentor younger pupils in lessons and develop and cement aspects of their own learning in the process. This has been a highly success and rewarding activity and has helped improve academic standards in all focus groups.
CPD to continue to improve Quality First Teaching	From Sept 2015-Sept 2016	LH – Teaching and Learning/CPD	Coaching Time for staff and collaboration visits for all teaching staff 1x per day p.a £1,200	Percentage of outstanding teaching to be at least 50%	Time has been allocated to allow staff to collaborate in pairs in a range of aspects of the curriculum. This has helped in lessons and a high % of good and outstanding practice has been seen through regular lesson observations, work srutinies and an inter-agency instructional round.
To provide 1-1 TA support where appropriate to re-integrate and access the curriculum	Sept 15 onwards	LH – Teaching and Learning EH – Inclusion Manager TH – Assessment/Behaviour lead	£5,578	Successful integration, full time timetable and progress and attainment at least in line with PP National figures	2 Pupil Premium children were temporarily excluded during the academic year 2015-16. Additional support was put in place upon their reintegration back into school. These took the form of 1 to 1 TA support for

## PUPIL PREMIUM & SERVICE CHILDREN (PP&S) DATA ANALYSIS

The pupil premium group at Stanford Junior and Infants School contains children that consist of a mixture of backgrounds, ages, educational and emotional needs. The cohort of Pupil Premium and Service children also represents a relatively small portion of the school as a whole, and caution must always be applied when analyzing small datasets. Of the 2015-16 cohort approximately a third of the children had significant SEN.

### Progress –

<u>Whole School Progress</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	3.8	4.1	3.9
Not Pupil Premium	3.8	3.8	3.8
Difference	0	0.3	0.1

<u>KS1 Progress</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	3.6	4	3.4
Not Pupil Premium	3.5	3.6	3.4
Difference	0.1	0.4	0

<u>KS2 Progress</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	3.8	4.2	4
Not Pupil Premium	4	3.8	4
Difference	-0.2	0.4	0

<u>Whole School Progress Against Expected</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	0.8	1.1	0.9
Not Pupil Premium	0.8	0.8	0.8
Difference	0	0.3	0.1

<u>KS1 Progress Against Expected</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	0.6	1	0.4
Not Pupil Premium	0.5	0.6	0.4
Difference	0.1	0.4	0

<u>KS2 Progress Against Expected</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	0.8	1.2	1
Not Pupil Premium	1	0.8	1
Difference	-0.2	0.4	0

Across the school the Pupil Premium group of children progressed at a better than expected rate in all key areas and in both key stages. The Pupil Premium group also progressed at a slightly higher rate than the non-Pupil Premium cohort across reading, writing and maths in both key stages, except for in writing in KS2 where the Pupil Premium group progressed at -0.2 less than the main cohort, however still exceeded the 3.0 points progress expected of them by 0.8 points.

These figures suggest that the pupil premium group is on a par with main cohort in terms of progress in 2015/16.

## Age Related Expectations –

The tables below show the % of pupils working at Age Related Expectation (ARE) in Writing, Reading and Maths:

<u>Whole School Age Related Expectation</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	77.30%	76.20%	76.20%
Not Pupil Premium	76.90%	77.40%	78.00%
Difference	0.40%	-1.20%	-1.80%

<u>KS1 Age Related Expectation</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	75.00%	75.00%	75.00%
Not Pupil Premium	77.40%	82.30%	82.30%
Difference	-2.40%	-7.30%	-7.30%

<u>KS2 Age Related Expectation</u>	<u>W</u>	<u>R</u>	<u>M</u>
Pupil Premium	76.50%	76.50%	76.50%
Not Pupil Premium	76.60%	75.00%	75.80%
Difference	-0.10%	1.50%	0.70%

<u>In Year ARE Progression - Pupil Premium</u>	<u>W</u>	<u>R</u>	<u>M</u>
September Baseline	27.30%	27.30%	40.90%
End of Summer Final	77.30%	76.20%	76.20%
Difference	50.00%	48.90%	35.30%

<u>In Year ARE Progression - Non - Pupil Premium</u>	<u>W</u>	<u>R</u>	<u>M</u>
September Baseline	36.80%	40.80%	47.20%
End of Summer Final	76.90%	77.40%	78.00%
Difference	40.10%	36.60%	30.80%

<u>In Year ARE Progression - PP&amp;S Vs Non PP&amp;S</u>	<u>W</u>	<u>R</u>	<u>M</u>
September % Difference	-9.50%	-13.5%	-6.30%
End of Summer % Difference	0.40%	-1.20%	-1.80%
Shift	9.90%	12.30%	4.50%

The % of children working at ARE amongst Pupil Premium children in all subjects has increased since September 2015 which in a very positive trend, with the overall % gap away swinging from very negative gaps to be closely aligned to the non-Pupil Premium cohort. At the start of the year in September 2015 the Pupil Premium cohort was behind against the non-Pupil Premium cohort by 9.5% in writing, 13.5% in reading and 6.3% in maths. At the end of the year this had swung into a positive difference against the non-Pupil Premium cohort in writing by 9.9% in writing to be 0.4% higher than the non-Pupil Premium cohort; by 12.3% in reading to a difference of -1.2% and by 4.5% in maths to a gap of -1.8%.

Gaps between Pupil Premium and non-Pupil Premium at the end of KS2 nationally are 9% in writing, -7% in reading and -8% in maths. Our gaps in the school are therefore relatively strong and are a good foundation for future progress in these records. The reduction in gaps can be down to the range of both academic and pastoral interventions that have been put in place over the year. Rigorous Pupil Progress Meetings have help to identify key focus groups across the school and as such help close any gaps. Pupil Premium children have benefited from this identification with a range of tailored intervention and

PP&S with SEN are also doing well compared to SEN children who are not PP&S. Of the other children within the PP&S group there are a range of other potential SEN needs such dyslexia, dyspraxia, etc, which are in the process of being diagnosed, as well as a number of other social and emotional needs and family circumstances which have an impact on learning and progress.