

Impact of Pupil Premium allocation 2015 – 2016

Year 1 (6 children)

50% disadvantaged pupils made at least expected progress in reading.

33% made more than expected progress in reading.

50% disadvantaged pupils made at least expected progress in writing.

17% made more than expected progress in writing.

83% disadvantaged pupils made at least expected progress in maths.

67% made more than expected progress in maths.

Year 2 (3 children)

33.3% disadvantaged pupils made at least expected progress in reading.

0% made more than expected progress in reading.

66.6% disadvantaged pupils made at least expected progress in writing.

33.3% made more than expected progress in writing.

66.6% disadvantaged pupils made at least expected progress in maths.

33.3% made more than expected progress in maths.

Year 3 (4 children)

75% disadvantaged pupils made at least expected progress in reading.

75% made more than expected progress in reading.

100% disadvantaged pupils made at least expected progress in writing.

50% made more than expected progress in writing.

75% disadvantaged pupils made at least expected progress in maths.

75% made more than expected progress in maths.

Year 4 (5 children)

60% disadvantaged pupils made at least expected progress in reading.

60% made more than expected progress in reading.

80% disadvantaged pupils made at least expected progress in writing.

20% made more than expected progress in writing.

100% disadvantaged pupils made at least expected progress in maths.

60% made more than expected progress in maths.

Year 5 (5 children)

40% disadvantaged pupils made at least expected progress in reading.

20% made more than expected progress in reading.

20% disadvantaged pupils made at least expected progress in writing.

0% made more than expected progress in writing.

40% disadvantaged pupils made at least expected progress in maths.

40% made more than expected progress in maths.

Year 6 (5 children)

80% disadvantaged pupils made at least expected progress in reading.

20% made more than expected progress in reading.

100% disadvantaged pupils made at least expected progress in writing.

100% made more than expected progress in writing.

100% disadvantaged pupils made at least expected progress in maths.

60% made more than expected progress in maths.

Lessons learned/ what we will focus in the next academic year 2016-2017

- Writing INSET and purchase of new resources in order to implement “Talk for Writing”
- To track progress in writing half termly. To continue to hold pupil progress meetings and identify pupils who are not making at least expected progress.
- Look at different ways to support Pupil Premium pupils and help them achieve their potential e.g. in class support, specific intervention programmes which cater for the needs of all pupils. Analyse the impact of targeted support.
- To continue with the nurture group and with a school councillor.
- Referrals to be made to the nurture group.
- To carry out a phonic survey with teachers and support staff to have a thorough understanding of need. Deliver / organise INSET as required.
- To purchase appropriate phonic resources.
- Develop a robust phonic monitoring programme.
- Inset provided to ensure all staff are confident in teaching guided reading.
- Cracking comprehension purchased and training given to all staff on how to deliver this programme. Subject leads to monitor progress half termly.
- New reading books to be purchased particularly for KS1.
- Increased levels of participation in outside the classroom activities e.g. music, PE, forest school.