

Aston and Cote CE Primary School

Pupil Premium Report

2015-2016
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Headteacher



Aston and Cote CE Primary School



Use of Pupil Premium 2015-16

BACKGROUND

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals; also pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

In 2011-12 the funding was set at £600 per pupil and in 2012-13 it rose to £900 for all children who have been eligible for free school meals at any point in the last six years now also being entitled.

Schools have the freedom to spend the Premium in a way that they think will best support the raising of achievement for their children. The impact of the school's decisions is closely monitored by the Governing Body in relation to the progress the identified children make throughout the school year and year-on-year. In addition, Ofsted hold the school to account for the progress that Pupil Premium children make.

We ensure that the Pupil Premium is used wisely and that our funding is spent in the most effective way to boost attainment and further raise standards.

During 2015-16:

Number of pupils on roll (Reception – Year 6):	135
Number pupils eligible for Pupil Premium:	10 (including 3 service children)
Pupil Premium Funding received:	£10,720

PRINCIPLES FOR THE ALLOCATION OF FUNDING

To ensure that our Pupil Premium funding is spent in the most effective ways Governors and Senior Leaders have agreed the following principles:

- Funding will be ring fenced so that it is always spent on target groups of pupils.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged and vulnerable pupils to achieve the highest levels.
- Proper analysis will be undertaken to identify where pupils are underachieving and why.
- The use of research evidence, including the Sutton Trust Toolkit, will inform spending decisions.
- Teaching Assistants will be highly trained and understand their accountability for pupil achievement.
- Careful monitoring and evaluation will be undertaken to demonstrate the impact of each aspect of spending on the outcomes for pupils.
- Our focus will be on high quality teaching, rather than relying on intervention to compensate.
- Frequent use of achievement data to check effectiveness of interventions; continuously adjusting techniques to meet the needs of pupils.
- Systematic focus on clear pupil feedback and advice for improving their work.
- Designated Senior Leaders will have an overview of funding allocations.
- All class-based staff will be aware of the Pupil Premium children in their classes so that they can take responsibility for their progress.

- Strategies for improving attendance, behaviour or family links will be used if there is an issue.
- Appraisal of staff will include discussions about Pupil Premium children.

PROVISION

Pupil Premium funding is targeted at accelerating progress to move children to at least age related expectations.

During 2015-16 we used the Premium in the following ways:

- Reading interventions for target groups including daily 1 to 1 RWInc catch up and reading.
- Providing pastoral care through our Nurture Programme to support pupils' social and emotional development.
- Funding additional Teaching Assistant time to create smaller groups for phonics/spelling for specific intervention programmes and pre-teaching.
- Booster groups for Year 6 pupils.
- Early Bird Maths tuition Club with a HLTA for a target group.
- Staff CPD on Read, Write Inc and spelling
- Development of whole school project on Carol Dweck's idea of developing a Growth Mindset – the pupils awareness of themselves as learners; developing good learning behaviours and ownership of learning
- Supporting transition to secondary school.

IMPACT ON PUPIL PROGRESS

Aspirational targets are set for all pupils including those for whom Pupil Premium funding is received. Analysis of the school's pupil progress tracking information tells us that the majority of children for whom we receive Pupil Premium made good progress, and that this is in-line with the progress made by children who are not eligible for this additional funding. Where progress was less than expected, these children will be monitored carefully in the year ahead and interventions put in place to accelerate progress in 2016-17.

YEAR 1 – YEAR 6

Attainment in Phonics:

100% of pupils who qualify for PP funding passed the phonics screening check

Reading:

70% of pupils who qualify for PP funding met the new end of year expectations in reading with 10% achieving the Working at Greater Depth level.

Attainment in Writing:

80% of pupils who qualify for PP funding met the new end of year expectations in writing.

Attainment in Mathematics:

60% of pupils who qualify for PP funding met the new end of year expectations in maths.

ATTENDANCE OF PUPILS

Our attendance for last year for our Pupil Premium (PP) children was:

	PP	Non- PP	Cohort
Whole School	95.6%	97.2%	96.7%

Attendance of Pupil Premium children is not significantly different from their peers; it is just below the national average of 96%.

Use of Pupil Premium 2016-2017

Number of pupils on roll (Reception – Year 6) 138

Number pupils eligible for Pupil Premium: 9 (including 4 service children)

Pupil Premium Funding received: £8,380

PLANNED SPENDING

Funding spent in 2015-16 impacted on raising standards and accelerating progress, so will continue to be spent in the similar way over 2016-17. There will be a focus on maths to ensure all children make progress and achieve the higher expectations of the new curriculum.

Spending will include:

- Providing additional TA time and training to deliver specific reading/writing and maths interventions according to pupil's individual needs.
- Providing 1 to 1 support where needed
- Maths after school booster Y6

DESIRED IMPACT

- Teaching Assistants are used effectively to meet the needs of under achieving pupils in the target group in order to accelerate pupil progress in reading, writing and maths.
- Improved understanding across target group of arithmetic skills leading to increased challenge in maths for pupils and higher standards.
- Pupils in target group show increasing independence in applying these skills and using them in a range of contexts.
- To close the gap between children eligible for Pupil Premium and the rest of their peers

DFE quote on Pupil Premium

“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.”