

Pupil Premium 2014 – 2015

The level of pupil premium was £1300 per pupil known to be eligible. The school allocation was £191,900.

The majority of pupils made at least expected progress from the end of Early Years. At the end of key stage 1 the gap in attainment between PP and other pupils continues to close. As a result of an increased focus on all PP pupils, the gap between PP pupils and other pupils nationally at level 3 has narrowed considerably (reading -30% to -11%; writing -19% to -13%; maths -23% to -10%). The number of pupils reaching at least age related expectations in reading and maths will be a focus in 2015/16 as all non-PP pupils attained level 2 or above (PP: reading 77% -2% on 2014, writing 77% +3% on 2014, maths 82% -2% on 2014). In addition, a greater proportion of PP pupils passed the Y1 phonics screen (75% compared to 54% in 2014). This figure, above the national percentage, shows sustained improvement over time.

At the end of key stage 2 83% of PP pupils made at least expected progress in English and 72% in mathematics. This reflects a cohort variation which goes against our improving picture over time. However, there has been a significant improvement in the proportion of pupils in this cohort working at an age related level since the end of key stage 1: reading 38% to 72%; writing 21% to 76%; maths 31% to 62%. Attainment for PP pupils, particularly in maths at the end of key stage 2 will be a focus in 2015/16.

Individual case studies show an improvement in social and emotional aspects of the learning of PP pupils across school. We have also seen a significant increase in effective communications with parents and carers and more reciprocal relationships between home and school since the appointment of our Parent Liaison. She is working to promote the home/school relationship by offering support and advice and enabling parents to access appropriate support and engage more effectively with the wider education community.

2014 -2015 Provision

- Proposed provision in order to improve pupil attainment and overcome barriers to learning:
- Raising standards interventions to provide focused learning, group and 1:1 support
- Thrive program to identify emotional needs and provide targeted provision
- Additional support staff enabling delivery of targeted support
- Curriculum support materials
- SLT member responsible for narrowing the gap
- Parent and family support officer
- Support for curriculum enrichment and residential visits