

Holy Trinity CE Primary School

Pupil Premium Analysis 2015-2016



Barriers to Learning for some children:

30% of our pupil premium pupils also have some form of special educational need (SEND). This has an impact on their academic achievements and whether they are able to work at Age Related Expectations. Because of this we track progress against individual targets as well as the percentage of pupils achieving ARE. Many pupils in receipt of pupil premium benefit from opportunities to extend their first hand experiences by trying new skills or visiting new places. For this reason we offer all disadvantaged pupils the opportunity of free educational visits and reduced cost residential visits. These experiences increase pupil's vocabulary and build their confidence and self-esteem. Communication issues often affect pupils' abilities to access the curriculum and we believe that by improving their skills in literacy we can address these barriers, allowing pupils to engage more fully with their learning. For this reason we provide targeted intervention support across the curriculum. Emotional and social issues are another barrier often experienced and our Family Support Worker focusses on supporting pupils to build their resilience, confidence and social skills.

The following pages detail the impact of pupil premium spending relative to percentages of pupils moving to Age Related Expectation in Reading, Writing and Mathematics. The impact which is more difficult to quantify is seen in the growing confidence, happiness and social abilities of our pupils. As our pupil premium numbers are relatively small, we identify each pupil's specific barriers to learning and then plan appropriate individual or group interventions, tracking academic and social/emotional impact.

Pupil Premium Report 2015 - 2016

EYFS

Pupil Premium funding has been used to resource a Communication and Language screening and support package, WELLCOMM.

Funding has provided:

- necessary practical resources to deliver the program
- a small table to complete learning activities
- storage for resources

Impact for children in receipt of the EY Pupil Premium:

- Children in receipt of EYPP have made better than expected progress within the Communication and Language Area of Learning. Pupil tracking demonstrates an average progress of 5 steps. This significantly exceeds the expected 3 steps progress (Entry to June 2015).
- Children in receipt of EYPP have also made better than expected progress within the Literacy Area of Learning, where improved communication and language skills have supported development in this area. Pupil tracking demonstrates an average progress of 4.5 steps. This significantly exceeds the expected 3 steps progress (Entry to June 2015).
- Impact: GLD 60% Nat 66%

Keystage 1

Year 1

Intervention was put in place in Year 1 to support Phonics, Writing and Maths as well as Cool Kids and Speech and Language support.

100% pupil premium pupils in this year group are also SEND - 1 with EHCP.

Impact:

3 pupils	At the start of Year 1	At the end of Year 1
% of PP pupils working at expected standard in Reading	0%	33%
% of PP pupils working at expected standard in Writing	0%	33%
% of PP pupils working at expected standard in maths	0%	33%

- 100% Pupil Premium pupils made above expected progress in Reading, Writing and Maths.
- 0% Pupil Premium pupils passed the Phonics Screening check.

Year Two

Intervention was put in place to support Writing, Reading and Maths. An after school club for End of Key stage tests also took place.

Impact:

4 pupils	At the start of Year 2	At the end of Year 2
% of PP pupils working at expected standard in Reading	75%	100%
% of PP pupils working at expected standard in Writing	50%	100%
% of PP pupils working at expected standard in Maths	25%	100%

- 100% Pupil Premium pupils made expected or better progress in Writing and Maths
- 25% Pupil Premium pupils made expected or better progress in Reading.

Keystage 2

Year 3

Intervention included a cooking basic skills group (Writing and Maths), Reading and Writing intervention groups.

29% of pupil premium pupils are also SEND - 1 EHCP

Impact:

7 pupils	At the start of Year 3	At the end of Year 3
% of PP pupils working at expected standard in Reading	57%	29%
% of PP pupils working at expected standard in Writing	57%	57%
% of PP pupils working at expected standard in Maths	29%	29%

- 57% pupil premium pupils made expected or better progress in Reading.
- 100% pupil premium pupils made expected or better progress in Writing.
- 86% pupil premium pupils made expected or better progress in Maths

Year 4

Intervention included a cooking basic skills group (Writing and Maths), Reading buddies, Nesy Spelling groups and Writing intervention groups. Behaviour support for individual pupils was also offered.

67% of pupil premium pupils are also SEND - 1 EHCP

Impact:

6 pupils	At the start of Year 4	At the end of Year 4
% of PP pupils working at expected standard in Reading	33%	50%
% of PP pupils working at expected standard in Writing	0%	0%
% of PP pupils working at expected standard in Maths	0%	0%

- 100% pupil premium pupils made expected or better progress in Reading, Writing and Maths.

Year 5

Interventions included Reading, Writing and Maths groups. Attendance support was also offered.

0% of pupil premium pupils are also SEND

Impact:

2 pupils	At the start of Year 5	At the end of Year 5
% of PP pupils working at expected standard in Reading	100%	100%
% of PP pupils working at expected standard in Writing	50%	100%
% of PP pupils working at expected standard in Maths	50%	100%

0% of pupil premium pupils made expected or above progress in Reading.

100% of pupil premium pupils made expected or above progress in Writing.

50% of pupil premium pupils made expected or above progress in Maths.

Year 6

Interventions included behaviour and family support, social skills (key adult), spelling, comprehension and maths groups. After school booster groups were also offered. 1:1 support for end of key stage SATS was also provided for identified pupils.

20% of pupil premium pupils are also SEND

5 pupils	At the start of Year 6	At the end of Year 6
% of PP pupils working at expected standard in Reading	80%	100%
% of PP pupils working at expected standard in Writing	40%	80%
% of PP pupils working at expected standard in Maths	40%	80%

- 80% of pupil premium pupils made expected or above progress in Reading.
- 100% of pupil premium pupils made expected or above progress in Writing.
- 100% of pupil premium pupils made expected or above progress in Maths.

Analysis of Pupil Premium Spend 2015-2016

Activity/Intervention	Cost	Rationale	Group	Analysis/Modification for 2016-17
NAHT Aspire programme	£6600	To raise standards across the school in T&L providing high quality CPD for all staff.	All	Achievement teams, SFS teams and Learning Environment teams have been set up to identify and support pupils. School procedures have improved. Interventions have proven more effective in accelerating progress of identified pupils moving from below to ARE. Continue in 16/17.
Free replacement school planners	£50	To ensure PP are not disadvantaged if planner is lost.	All	No replacement planners issued this year - continue to 16-17.
Extra Level 3 TA hours to run intervention programmes and support groups	£13,500	To support PP pupils in Y2 & Y6 to reach end of KS expectations. To support PP pupils who are also SEND.	Y2 Y6 SEND - all.	KS1 100% disadvantaged pupils achieved expected in RWM (above national) KS2 Reading (disadvantaged sig above national) KS2 Maths and Writing slightly below national. SEND pupils KS2 Reading SEN support pupils performed slightly better than national.
HLTA intervention Cooking programme to build basic maths and literacy skills - identified pupils.	£5000	To ensure that pupils have concrete experiences of weighing,	Y3 - Y4	This has been effective in improving basic skills in weighing and measuring but did not

		measuring, calculating and writing.		have enough rapid impact to bring children to ARE. This will not continue next year.
Release time of Deputy Head Teacher to work with targeted groups of pupils.	£3000	To tackle gaps in literacy and maths.	All	This was amended to facilitate SEN and PP pupil progress meetings. This has shown impact through improved procedures for identifying and planning intervention for these pupils and teachers being more aware and accountable for progress. This has proven highly effective and will continue in 16/17
Family Support Worker	£5100	Part of the role of the FSW is to work with families of disadvantaged children to encourage parents to become more involved with their children's education and learn parenting skills where necessary.	All year groups.	The education and support provided by the FSW is essential in catering for disadvantaged families. This will continue in 16/17.
School trips subsidy	£1000	To ensure pupils have the life experiences to enhance	All year groups	These activities have improved engagement and communication during and after visits. It has built

		their vocabulary and understanding of the world.		confidence of children. Continue in 16/17
Lunchtime clubs for targeted pupils - Gardening, Blog, Playleaders	£1000	To tackle low self esteem of some pupil premium children which has been impacting on their learning.	All year groups	Extremely effective in building confidence and self-esteem for identified pupils. To continue in 16/17
Incentives to encourage good attendance EWO	£553	To address poor attendance by following up all concerns and reducing persistence absence and lateness.	Whole school	Effective in improving attendance and lateness for identified pupils. This will continue in 16/17
Pupil Premium Healthcheck - independent review	£400	To review effectiveness of school procedures relating to pupil premium.	Whole School	Highly effective in highlighting areas for development. This is a one off health check which may be repeated in future years but is not necessary in 16/17.

Total: £36,203

For this Year's spending plan see separate sheet.