

Fen Ditton - Pupil Premium September 2016



Review of 2015 – 2016 expenditure, outcomes and impact

What is the Pupil Premium and how much money does the school receive?

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces.

The Pupil Premium amount was £1320 in 2015/2016.

From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years.

Total amount allocated to Fen Ditton School for each academic year.

2011–2012: £18069
 2012 -2013: £29625
 2013 2014: £45500
 2014 2015: £58500
 2015 2016: **£63752**

Key expenditure from 2015 to 2016

Project	objective	cost
Two 0.6 teachers to deliver English and Maths key skills for KS2 pupils	To reduce the gap in attainment between PP and non-PP at KS2 To improve achievement so all PP children in KS2 make expected progress To improve attainment so an increase in PP children are at age related expectations	£56109
Impact: <i>see data below for outcomes</i>		
Music teachers to provide high quality music lessons and allow teachers to deliver additional teaching time	To address misconceptions in key reading, writing and maths skills throughout the school by responding to pupil needs. In addition music specialists to provide a curriculum enrichment experience	£4633
Impact <i>17 Pupil Premium children received this focus time at some stage during the year. Feedback from all teaching staff involved in this during the year was very positive. It enabled teachers to focus on specific aspects of misconceptions and really understand children's understanding of the key concepts. Positive outcomes of a broader nature for all pupils relate to curriculum enjoyment and enhanced opportunities to develop skills in singing and music.</i>		
Forest school teacher	To develop personal relationships, confidence, new experiences and develop social skills. Opportunity for teachers to further develop CPD	£2760
Impact: <i>All pupils in the school experienced the Forest school experience and almost all pupils enjoyed this experience, developed new practical skills and improved their social interactions. 100% PP pupils in reception met the early learning goal for making relationships. Teachers were also released during this term to develop their CPD. E.g. opportunities to see other teachers teach or deliver lessons in a different year group.</i>		
Inclusion assistant	To work closely with pupils and families on punctuality, attendance, readiness for school, engagement with extra-curricular life and homework.	£500
Impact: <i>The overall school attendance was 95.44. Pupil premium attendance was 94.19, which is just below the national expectations. Non pupil premium attendance was 96.39. Therefore there was a gap of -2.2%. 93% of parents feel that the school responds well to any concerns and 95% feel that their child receives appropriate homework. (The inclusion assistant contributes to this overall view)</i>		
One to one tutor	To provide specific support for pupils	£0
Impact: <i>This teacher introduced a more able group to Latin in order to promote grammar. As well as this, she supported 50% of the Year 6 cohort with specific grammar, punctuation and spelling (GPS) work. 88% of disadvantaged pupils achieved the expected standard for GPS</i> <i>See data outcomes</i>		

Supplement educational visits and clubs	To enable all pupils to access educational visits, clubs and Year 5/6 residential outdoor experience	£450
Impact: <i>93% of Pupil Premium children attended the Year 5/6 residential, developing high levels of confidence, peer relationships and enjoyment. Pupils reflected positively on this experience and should face the next residential with more confidence.</i>		
TAs training costs	To develop TAs teaching and learning strategies in order to deliver high quality interventions	£500
Impact <i>See section below and overall pupil outcomes. TA's received weekly training sessions covering a range of teaching and learning strategies. There was no further specific intervention training carried out this academic year. There was the occasional costs of covering teachers to deliver training to the TAs</i>		
TAs delivering interventions	To provide additional opportunities in key English and Maths in order for pupils to make progress towards working at age related expectations	£0
Impact: <i>See overall data outcomes. Two pupil premium children received input using the Project X reading intervention scheme. There was an increased take up of reading being done at home as a result. (reading record evidence) Pupils also made progress in phonics, fluency and blending and with reading sentences. One pupil received 24 x 45 mins sessions (3 sessions a week for 8 weeks) for Success@Arithmetic They made accelerated progress with the equivalent of half a years expected progress in 8 weeks. 4 Pupil Premium children received input from 1st Class Number intervention which consisted of 3 x 45mins sessions a week for 10 weeks. Average attainment increased over the 10 weeks was the equivalent of 15 months progress. Better Reading Programme Intervention and volunteer readers 2 KS2 Pupils received this with one pupil making accelerated progress (more than expected) and one making expected progress across the year.</i>		
Breakfast club	Supplement the cost for PP children to provide a positive start to the day and improve attendance	£0
Impact: <i>Although some pupils were offered this for free no families took this offer up on this occasion</i>		

Attainment

This table shows the percentage of Year 6 children who are working at the expected standard or at greater depth

(EXS – working at the expected standard)

(GDS – working at greater depth at the expected standard)

Year 6	2016							
	Fen Ditton All (20 pupils)		Fen Ditton Disadvantaged (8 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	60	25	63	38	66	19	-3	+19
Writing	75	20	88	25	74	15	+14	+10
Maths	65	10	63	25	70	17	-7	+8
GPS	65	20	88	38	72	23	+16	+15
RWM	50	10	50	25	53	5	-3	+20

Progress between Key Stage 1 and Key Stage 2

There is a new progress indicator which uses a formula to calculate the progress made using old national curriculum level in year 2 with the new scaled score at year 6.

Year 6	Fen Ditton all pupils (19 pupils)	Fen Ditton Disadvantaged (8 pupils)	National	Gap between Fen Ditton Disadvantaged pupils and National overall
Reading	1.89	4.05	0	+4.05
Writing	0.65	4.00	0	+4
Maths	-0.14	0.22	0	+0.22

This table shows the percentage of Year 2 children who are working at the expected standard or at greater depth

Year 2	2016							
	Fen Ditton All (26 pupils)		Fen Ditton Disadvantaged (4 pupils)		National		Gap between Fen Ditton Disadvantaged pupils and National overall	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	65	19	25	0	74	24	-49	-24
Writing	62	12	25	0	66	13	-41	-13
Maths	73	8	50	0	73	18	-23	-18
Science	77		25		82		-57	
RWM	58	8	25	0	60	9	-35	-9
RWMS	58		25		60		-35	

Teacher Assessment for other year groups indicating the percentage of pupils at age related expectations (ARE) at the end of the 2015/2016 academic year.

It should be noted that this academic year cannot be compared directly to last year due to the new higher expectations and the removal of national curriculum levels.

Year 1	% pupils at Age Related Expectations		
	Reading	Writing	Maths
Disadvantaged pupils (5 pupils)	60	50	70
Other Pupils (17 pupils)	76	79	83
Gap	-16	-29	-13

Year 3	% pupils at Age Related Expectations		
	Reading	Writing	Maths
Disadvantaged pupils (9 pupils)	56	66	55
Other Pupils (16 pupils)	80	81	74
Gap	-24	-15	-19

Year 4	% pupils at Age Related Expectations		
	Reading	Writing	Maths
Disadvantaged pupils (9 pupils)	22	0	33
Other Pupils (12 pupils)	57	35	50
Gap	-35	-35	-17

Year 5	% pupils at Age Related Expectations		
	Reading	Writing	Maths
Disadvantaged pupils (7 pupils)	43	29	29
Other Pupils (19 pupils)	89	82	84
Gap	-46	-53	-55

Reception	% pupils at Age Related Expectations		
	Reading (ELG)	Writing (ELG)	Maths (ELG)
Disadvantaged pupils (4 pupils)	0	0	0
Other Pupils (22 pupils)	69	73	81
Gap	-69	-73	-81