

Pupil Premium Impact 2015-1016

At Keyham Barton the Pupil Premium was directed at a range of support to improve the attainment of pupil premium children but the biggest investment was in human resources in terms of an extra teacher in Year 6 working with a small group of children in order to accelerate progress. This was necessary due to the raised expectations of the new curriculum and the new assessments at the end of Key Stage 2 and to the large percentage of children who had joined our school from Year 4 onwards (39% or 11 children out of 28). It was also used to provide extra Teaching Assistant availability across the school, particularly in Year 1 where the need was greatest; more Special Needs specialist support; support for families, emotional support interventions and resources to support learning across the curriculum.

Progress of Pupil Premium Children 2015-2016

Average points of progress from Aut 1 to Summer 2

These progress figures show that in half of the areas pupil premium children made better progress than their non-disadvantaged peers and in the other half it was the other way around. The biggest impact of the pupil premium spend can be seen in years 5 & 6 where a bigger proportion of the grant was invested. In these year groups better progress was made in five out of the six areas. The extra TA provision in year 1 also reaped benefits for PP children as they outperformed their peers in all areas.

	No of Pupils	READING		WRITING		MATHS		AVERAGE	
		Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other
Y1	10	4.7	3.8	4.6	3.6	5.1	3.7	4.8	3.7
Y2	9	7.4	8.0	6.6	6.5	7.0	7.2	7.0	7.3
Y3	10	7.3	8.4	7.4	8.1	6.7	8.4	7.2	8.3
Y4	11	5.8	6.8	4.9	5.6	4.2	5.2	4.9	5.9
Y5	10	5.0	5.3	5.1	4.8	6.1	5.4	5.4	5.2
Y6	11	8.3	8.0	10.0	9.8	8.0	7.1	8.7	8.3

In the **Foundation Stage** 71% of the cohort as a whole achieved GLD compared to 69% nationally. Of the PP children, 60% achieved GLD. Two of our children achieved the higher standard of 'Exceeding' in reading, one of whom was a Pupil Premium child.

In **Year 1 Phonics Screening** the gap was closer with 73% of the whole cohort achieving the desired level with 70% of PP children doing so. One of the three children who did not achieve the level did not benefit as much from the extra support as he only joined us at the end of February.

KS1 SATS

These figures show a considerable gap between PP and non-PP children particularly in English subjects. Extra support, financed by the PP grant, will be put in place to close those gaps while these children are in Year 3. Of the high

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achievers in this year group, more are PP than non-PP and the only child to achieve GDS in writing was a Pupil Premium child.

Despite support being put in place, low attendance for particular PP children in this year group had a detrimental effect on their learning. The school worked closely with the Education Welfare Officer and Social Care to improve attendance for those children.

	% of All at EXS+	% of Disadv at EXS+	% of Non-Disadv at EXS+	Diff	% of All at GDS	% of Disadv at GDS	% of Non - Disadv at GDS	Diff
Reading	74%	56%	86%	-30	22%	22%	21%	+1
Writing	48%	33%	57%	-24	4%	11%	0%	+11
Maths	74%	67%	79%	-12	4%	0%	7%	-7

KS2 SATS

In this year group the difference in English is very slight but in maths it is considerable. One contributory factor is that 18% of the pupil premium children were children whose learning throughout their schooling was affected by their autism to the extent that they joined us in Key stage 2 after having to leave their previous schools. The extra provision put in place allowed them to make good progress during this year but they did not achieve a level commensurate with that needed to take the tests and so they did not sit the tests at all. This progress can be seen in the first chart on this page. Of the children who did take the tests the PP children actually outperformed the non-PP children in English subjects and the maths gap was considerably less.

Writing was a priority for this group due in part to low previous attainment but also due to the raised expectations of the new assessments/curriculum. However, due to the extra adult provision in Year 6, all the children made good and better progress (as seen in the progress table above); the Pupil Premium children making better progress than non-PP in all areas. Homework packs distributed to all our Pupil Premium children early in the Autumn term ensured that the children had the tools and resources to enable them to carry out home learning tasks. We also ran a lunchtime homework club to provide for children who, due to family circumstances, found home learning difficult.

	% of All at EXS+	% of Disadv at EXS+	% of Non-Disadv at EXS+	Diff	% of All at High score	% of Disadv at High Score	% of Non - Disadv at High Score	Diff
Reading	64	64	65	-1	25	9	35	-26
Writing	57	55	59	-4	7	0	12	-12
EGPS	75	64	82	-18	18	0	29	-29
Maths	57	36	71	-35	21	9	29	-20