

2015-6

Pupil Premium Break down £323,240 plus £2,068 EYFS pupil premium.

Total Pupil Premium= £325,308

Focus	Targeted children	Cost	Impact
ECAR teacher and ECC	<p>To target children who without an ECAR teacher would not achieve expected levels at the end of Year 2.</p> <p>To use the afternoons to focus on children who in the morning lesson had a misconception.</p>	£44,000	<p>The proportion of children achieving expected levels or above at the end of KS1 in mathematics from similar starting points at the end of EYFS is in line with attainment in maths at the end of KS1 nationally both for all pupils and for disadvantaged pupils.</p> <p>17 children in Y2 were targeted re ECC intervention. Of these: 41% achieved expected standards at the end of KS1 12% progressed from below expected standards at the end of Y1 to achieve expected standards at the end of KS1 88% made <i>expected</i> progress from their end of Y1/EYFS starting points</p>
1:1 catch up every afternoon. Literacy and Numeracy support in class = 7 Teaching Assistants across K S 2	<p>To identify children who:</p> <ul style="list-style-type: none"> • Did not reach the expected good level of development at the end of Reception or 1a at the end of year 1. • All KS2 pupils reading at below expectations. <p>To identify any gaps in learning and apply next steps to close the gaps.</p>	£81,240	<p>The proportion of children achieving expected levels or above at the end of KS1 in mathematics from low (emerging) & average (expected) starting points at the end of EYFS is in line with attainment in reading, writing & maths at the end of KS1 nationally both for all pupils and for disadvantaged pupils.</p> <p>The proportion of children achieving expected levels or above at the end of KS2 in mathematics from low & average starting points at the end of KS1 is significantly higher than attainment in reading, writing & maths at the end of KS2 nationally both for all pupils and for disadvantaged pupils.</p>
Booster classes after school run by teachers.	<p>To run small intervention and booster classes. To target pupils who require additional support</p>	£7,000	<p>The proportion of children achieving expected levels or above at the end of KS1 in mathematics</p>

	to reach expected levels.		<p>from low (emerging) & average (expected) starting points at the end of EYFS is in line with attainment in reading, writing & maths at the end of KS1 nationally both for all pupils and for disadvantaged pupils.</p> <p>The proportion of children achieving expected levels or above at the end of KS2 in mathematics from low & average starting points at the end of KS1 is significantly higher than attainment in reading, writing, English grammar, punctuation & spelling, maths & science at the end of KS2 nationally both for all pupils and for disadvantaged pupils.</p>
Small group intervention before and after school- (Teaching Assistants)	To target pupils who without additional support would not achieve expected assessments.	£5000	<p>The proportion of children achieving expected levels or above at the end of KS1 in mathematics from low (emerging) & average (expected) starting points at the end of EYFS is in line with attainment in reading, writing & maths at the end of KS1 nationally both for all pupils and for disadvantaged pupils.</p> <p>The proportion of children achieving expected levels or above at the end of KS2 in mathematics from low & average starting points at the end of KS1 is significantly higher than attainment in reading, writing, English grammar, punctuation & spelling, maths & science at the end of KS2 nationally both for all pupils and for disadvantaged pupils.</p>
Extended School provision/ Sports coach	To offer pupils an extended day. To target children who have poor attendance into breakfast club. To start the school at 8:00am and end at 4:30pm.	£20,000	<p>2015-16 attendance =95.9%</p> <p>Persistent absence = 1% (4 children)</p>
Extended school day	For the school day to be extended to ensure children can access learning from 8am – 6pm. (Summer term only) 8:00-4:30 Autumn and Spring.	£30,000	<p>The school offered provision in the mornings to all year 6's but targeted in particular at a group of vulnerable pupils. There was no provision after school (other than booster groups/clubs).</p> <p>9 pupils were targeted, 8 of whom were FSM. 100% achieved the expected standard in relation to test outcomes in reading & maths and 78% in the writing teacher assessment. In relation to progress</p>

			100% of the group achieved at least expected progress in reading and writing and 89% in maths.
Learning Mentor	For reluctant learners to be supported so that they can reach their full potential both educationally and socially.	£20,000	9 pupils were targeted, 8 of whom were FSM. 100% achieved the expected standard in relation to test outcomes in reading & maths and 78% in the writing teacher assessment. In relation to progress 100% of the group achieved at least expected progress in reading and writing and 89% in maths.
Additional Teacher in Year 1	To support pupils in Year 1, who without additional support would not achieve their expected assessments.	£20,000	An additional teacher was appointed. 91% of pupils & 76% of disadvantaged pupils achieved the expected standard in the Y1 phonics test compared against 81% of pupils nationally (83% of non-disadvantaged pupils nationally).
Maths Mastery	To support pupils in EYFS and Year 1 with maths.	£3,000	Maths Mastery was implemented throughout EYFS & Year 1. Impact re outcomes in 'Number': EYFS – 86% achieved expected standards 24% exceeded expectations Y1 – 81% achieved expected standards
Additional teacher in Year 2 and Year 6	To target pupils in Year 2 and Year 6, who without additional support would not achieve expected assessments.	£70,000	The proportion of children achieving expected levels or above at the end of KS1 in mathematics from low (emerging) & average (expected) starting points at the end of EYFS is in line with attainment in reading, writing & maths at the end of KS1 nationally both for all pupils and for disadvantaged pupils. The proportion of children achieving expected levels or above at the end of KS2 in mathematics from low & average starting points at the end of KS1 is significantly higher than attainment in reading, writing, English grammar, punctuation & spelling, maths & science at the end of KS2 nationally both for all pupils and for disadvantaged pupil?
Software for home learning/ booster	To enable children to use Mathletics, Bug Club, Espresso and Purple Mash at home.	£5,000	Pupils had access to online learning at home. Login data was tracked to identify pupils who were unable/failed to access the software at home & these pupils were targeted re: attending homework club where they were able to access the software.
Educational visits	To enhance and enrich all facets of children's	£10,000	All children were enabled to engage with an

	learning through regular educational visit across London and the South East of England.		enriched curriculum provision through access to a range of educational visits.
Milk	To provide milk to children every day.	£8,000	Milk was provided for children every day
EYFS Pupil Premium	To provide additional staff to the setting to support the needs of vulnerable pupils.	£2068	Additional staff were appointed and vulnerable pupils were enabled to settle with and access the EYFS curriculum to a greater degree.

Data from Raise Online for FSM/Disadvantaged Children 2015-16

Attainment at KS1 – expected or above - school		Attainment at KS1 – expected or above - National	
FSM Reading	76%	Non FSM Reading	78%
FSM Writing	68%	Non FSM Writing	70%
FSM Maths	68%	Non FSM Maths	77%

Attainment at KS1 – greater depth - school		Attainment at KS1 – greater depth - National	
FSM Reading	12%	Non FSM Reading	27%
FSM Writing	0%	Non FSM Writing	16%
FSM Maths	8%	Non FSM Maths	20%

Attainment at KS2 – expected or above - school		Attainment at KS2 – expected or above - National	
FSM RWM	87%	Non FSM RWM	60%
FSM EGPS	98%	Non FSM EGPS	70%
FSM reading	98%	Non FSM reading	71%
FSM Writing	89%	Non FSM Writing	79%
FSM Maths	95%	Non FSM Maths	75%

Attainment at KS2 – high - school		Attainment at KS2 – high - National	
FSM RWM	13%	Non FSM RWM	7%
FSM EGPS	56%	Non FSM EGPS	27%
FSM reading	40%	Non FSM reading	23%
FSM Writing	27%	Non FSM Writing	18%
FSM Maths	47%	Non FSM Maths	20%

Progress of disadvantaged pupils KS1- KS2 school (Progress nationally, all pupils = 0)		
Subject	School progress score	School progress rank – in line with
FSM reading	5.3	4th percentile
FSM writing	3.2	12th percentile
FSM Maths	5.5	2nd percentile