

Breakdown of Pupil Premium Spending 2015/2016
Amount received £277,200

Intervention Curriculum and Core skills	Cost
Maths Resources Rising Stars Scheme	£3,805
GL Standardised testing to assess Maths/Reading needs	£9,482
RWI Programme CPD and monitoring days	£2,784
RWI Programme	Specialist TA £16,989
Speech and Language therapy	£12,000
RWI/ Y1/Y2 intervention TA agency cover to enable trained TAs to intervene	£3,000
Y3 intervention for disadvantaged pupils	£53,226
Nursery intervention. To increase rates of progress. Early intervention through liaison with CC	£40,484
Y6 intervention	£15369

Intervention Pastoral	Cost
Mentoring support and counselling	£20962
Pastoral support	£51,502
Sports leaders	£5600
Residential experiences/ Educational visits/ Cultural Offer	£30,000
Music tuition	£14500 Cello (£2,268)
<u>Total to date</u> <u>May 2015</u>	<u>£279,703</u>

Summary 2015/2016

Key stage 1 (2015 End of Key stage data)

In KS1, children entitled to Pupil Premium made progress in line with their peers. Attainment is broadly in line with their peers (- 0.8 points)

At the end of KS1 the average points score of Disadvantaged pupils (DP) slightly above national at 15.1 (National 14.8).

The proportion of Disadvantaged pupils who met the expected standard in the Year 1 phonics test was above national at 86% (National 80%).

Key stage 2 (2015 End of Key stage data)

The progress and attainment of Disadvantaged pupils in the Y6 tests (2015) was an area for development. Children required work around emotional resilience and independence.

School priorities from Jan 2016: For all children including DP

- Raise children's attainment in maths through improving fluency with facts.
- Raise children's attainment in maths through improving reasoning skills.

Rising Stars Maths Scheme has been purchased and has had significant impact on the above priorities:

- Test data (standardised across a national sample) shows significant progress in all year groups, for fluency with mathematical facts and reasoning.

Year groups in line with GL's national standardise sample: Y1, Y3, Y6 for fluency with facts.

Year groups in line with GL's national standardise sample: Y1, Y2, Y3, Y5, Y6 for reasoning.

- Raise attainment of disadvantaged boys in Reading in KS1/EYFS

RWI interventions have had a significant impact on attainment in phonics and reading.

	Disadvantaged pupils attaining in line or higher than peers (TA and test data)
Reading	Y3, Y5, Y6
Maths	Y3, Y5, Y6

Pastoral Interventions

The impact of the pastoral interventions has been significant. The **remodelling of the playground** has led to a dramatic reduction in pastoral referrals for inappropriate behaviour at playtimes and lunchtimes. It has also led to increased participation in the physical activities on offer. The **Pastoral Assistants and the Sports Leaders** are leading on physical activities and the children are enjoying the adult led play. Again this has had the impact of reducing any inappropriate play.

The **Learning Mentor** support continues to impact on children with **Social, Emotional and Mental Health difficulties** (How a child shows their feelings, negotiates and solves problems in different situations and handles changes of routine).

The **Learning Mentor** support provided for Y5 and Y2 had a significant impact on the children's personal and social development through the year.

The Pastoral Support plans led by the **LM** have re engaged children with their learning. All children who have been supported on a plan have demonstrated improved behaviour for learning and have made significant gains in attainment (evidenced by standardised test data)

Impact of above interventions 2015/2016

Year 1

Phonics

Following an extensive programme of training and support for staff in the Read Write Inc programme there has been a significant rise in phonics attainment over the last 3 years.

Year 1 %							
2013		2014		2015		2016	
School	National	School	National	School	National	School	National
48	69	73	74	77	77	75	80

In 2015: 87% of disadvantaged pupils achieved the expected standard in phonics compared to 66% (DP nationally) and 80% (other non-disadvantaged pupils nationally)

2016

Year 1 %		
Rookery		National
DP	Other pupils	All pupils
70	78	80

This year 8 % fewer DP pupils achieved the phonics standard than other pupils (2chn)

Year 5

Year 5 children (2015/2016) have benefitted from extensive and sustained music tuition for the previous 3 years (whole class cello lessons) and also weekly sessions from the Artist in Residence.

This year group have demonstrated outstanding progress, 8 points across the key stage to Year 4, for both Disadvantaged and other pupils. (2015)

Y5 disadvantaged pupils (DP) are currently attaining in line or better than non-disadvantaged pupils

At/Exceeding national expectations

	DP (30)	Non DP (31)
Reading	76%	61%
Maths	62%	68%

Y3 DP intervention

An experienced extra teacher has been supporting with interventions in Y3. This has had an extremely positive impact on attainment of DP.

At/Exceeding national expectations

	DP (30)	Non DP (31)
Reading	71%	68%
Maths	84%	80%

DP pupils also attained better than Non DP in the standardised tests where they were able to apply what they had learnt independently and consistently. Currently 96% of DP are reading 'at' or 'above' nationally expected levels as evidenced by standardised tests.

Y6

GL standardised tests

The percentage of Y6 children achieving a very high stanine score in reading of between 6 and 9 (4 or 5 is national average) is higher for DP (57%) than Non DP (52%)

Y6 End of Key stage 2 tests May 2016

DP at Rookery have made more progress than other pupils with the same prior attainment nationally (KS1 to KS2)

DP progress (main school)

	DP	Other pupils
Reading	1.6	1.6
Writing	2.9	2.6
Maths	3.1	4.3

(A score of zero means children have made the same progress as other children nationally with the same prior attainment)

The Progress of Disadvantaged Pupils was a strength in the KS2 tests 2016 (evidenced by the Inspection Dashboard 2016)

DP attainment – Rookery pupils must accelerate progress further to close the gap with ‘all pupils’ nationally

Residential Experiences

The resilience and risk taking demonstrated on the residentials are transferable skills that are impacting on closing the gap in the core subjects.

Speech and language Therapy

Children with EHC Plans accessing support from the speech and language therapist have made outstanding progress evidenced by the GL standardised assessments. (9 Children)

	Average Progress standardised scores	Number of children moving into national expectations
Maths	12	5 out of 9
Reading	14	4 out of 9

