

Pupil Premium Analysis Sept 2015-July 2016 (April Budget end 2016) Total Funding for year: £229,680

Pupil Numbers

LAC	3	FSM	103	Total Disadvantaged pupils as a % of the school roll	24%	Total pupil premium spent £229,680
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GAP	Disadvantaged/Non Disadvantaged (difference in Average point scores in English)	Disadvantaged/Non Disadvantaged (difference in Average point scores in Maths)	Disadvantaged/Non Disadvantaged Average Attendance	Disadvantaged/Non Disadvantaged Behaviour	Other Enrichment
Identified Gap at July 2015	<p>Reading (BRP) –82% made the minimum 3 reading levels of progress . 64% made accelerated progress (+ 6 months in 10 weeks). Intensive Reading programme 100% made accelerated progress.</p> <p>91 % of Disadvantaged children who failed the Language link assessment had passed by July 14.</p> <p>KS1 APS (attainment) Reading gap = minus 0.9 Writing gap = minus 0.8 Maths gap = minus 2.1</p> <p>KS2 APS Reading gap = minus 2 Writing gap = minus 3 Maths gap = minus 3.1</p>		<p>Disadvantaged = 92.6%</p> <p>Non Disadvantaged = 96%</p> <p>Whole school 94.3%</p>	<p>Behaviour incidents Disadvantaged = 71 Non Disadvantaged =93 (no permanent exclusions)</p> <p>No of children involved in incidents Disadvantaged =44 Non Disadvantaged =42</p> <p>Exclusions Disadvantaged = 0 Non Disadvantaged = 1</p>	
Action: Funded or part funded by Pupil Premium	<p>ENGLISH Individual pupil support, Intensive Reading Programme with children (£20,480)</p> <p>Intervention teacher supporting Disadvantaged children (£5,120) in KS1</p>	<p>MATHS Group and Individual support and interventions</p> <p>Additional teachers to support staff in Year 6 to take group interventions KS2 Intervention teacher PT (£10,500)</p>	<p>ATTENDANCE Attendance Officers x 2 47% of attendance time supporting Disadvantaged children (£7,115)</p> <p>Prizes for incentives for reaching 100% attendance (£200)</p>	<p>BEHAVIOUR Pastoral staff x 2 40% of time supporting Disadvantaged children (£15,708)</p> <p>Transporting pupil home (£44)</p> <p>Project Salus Well-Being programme x 10 weeks</p>	<p>OTHER ENRICHMENT Visitors to school Scientist Visit PSHE theatre group History Visitors (£3000)</p> <p>Year 1 (£3000)</p>

	<p>SENCo administrative time(50%), supporting staff who support Disadvantaged children (£24,234)</p> <p>Group interventions 18 TAs 5 hours per week to support Disadvantaged children- BRP (£43,390)</p> <p>Additional teachers to support staff in Year 6 to take group interventions KS2 Intervention teacher PT (£10,500)</p> <p>Class TA % of time with Disadvantaged children- Year R - £3489 Year 1 - £2977 Year 2 - £6743 Year 3 - £8298 Year 4 - £4543 Year 5 - £4085 Year 6 - £3796</p> <p>Speech and Language 50% of time on Disadvantaged children (£5,896)</p> <p>Speechlink & Languagelink - £350</p> <p>Courses to support the teaching of Reading, Writing and GPS – £1440</p> <p>Power of Reading (£1500)</p>	<p>Intervention teacher supporting Disadvantaged children (£5,120) in KS1</p> <p>Class TA % of time with Disadvantaged children- Year R - £3489 Year 1 - £2977 Year 2 - £6743 Year 3 - £8298 Year 4 - £4543 Year 5 - £4085 Year 6 - £3796</p> <p>Courses to support the teaching of Maths - £1740</p> <p>Raising Attainment in Mathematics twilights for whole school - £750</p>		<p>Courses to support social, emotional and behavioural needs - £920</p>	<p>School trips and residential subsidies (£845)</p>
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<p>Impact</p>	<p>Reading – Of the 16 Disadvantaged children who received Better Reading Partnership intervention 100% made the minimum 3 reading levels of progress and 69% made accelerated progress (+ 6 months in 10 weeks). A further 44 Disadvantaged children were identified for daily reading and of the 12 Disadvantaged children who received the Intensive Reading Programme all made accelerated progress and had significantly closed the gap with their peers.</p> <p>75% of identified Disadvantaged children who failed the Language link assessment had passed by July 16.</p> <p>KS1 (attainment) difference between school and National Disadvantaged Reading gap = minus 3.4 Writing gap = equal to National Maths gap = plus 8.2 KS2 APS Reading gap = minus 7.4 Writing gap = minus 18.2 Maths gap = plus 3.3 GPS gap = minus 10.2</p> <p>Progress score from end of KS 1 to end of KS 2 Reading = plus 1.5 Writing = minus 1.3 Maths = plus 1.3</p> <p>Our KS 1 children are out performing the national figure in Maths and are equal to National in Writing. In Reading our Disadvantaged children are not doing as well as those nationally.</p> <p>Our KS 2 children are out performing the national figure in Maths, however are not doing as well as national in English.</p> <p>Our KS2 progress scores for Disadvantaged children show that they have made good or better progress in reading and maths however slightly less in writing.</p>	<p>Disadvantaged = 91.2% Non Disadvantaged = 93.3% Whole school 94.5%</p> <p>The whole school average has increased by 0.2% this year.</p> <p>The average difference between Disadvantaged pupils and Non Disadvantaged children however has decreased from 3.4% (2014-2015) to 2.1% (2015-2016).</p>	<p>Behaviour incidents Disadvantaged = 64 Non Disadvantaged =128 (no permanent exclusions)</p> <p>No of children involved in incidents Disadvantaged =40 Non Disadvantaged =71</p> <p>The number of incidents involving Disadvantaged children has increased due to the implementation of our new behaviour policy and more stringent recording methods. The gap between Disadvantaged and non Disadvantaged has decreased and less Disadvantaged children have been involved in incidents.</p> <p>Exclusions Disadvantaged = 11 Non Disadvantaged = 9</p> <p>The number of exclusions has increased however this is attributed to 5 children, 2 of which were Disadvantaged. Measures taken to support these children included a managed move, input from the Swale Inclusion Service and working with parents. High Needs funding was applied for, for 3 children.</p>	<p>All 103 Disadvantaged children had access to a variety of enrichment activities that enhance their knowledge and understanding of the world.</p>
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<p>Action for next academic year</p>	<p>English</p> <p>Register as a 'Reading Recovery' School. Teacher and Link teacher to attend training. RR teacher to continue with regular tracking, identification and intervention management for children needing reading support.</p> <p>Whole school focus on reading inference and comprehension training and delivery</p> <p>To analyse need based on speech/language link results and target support</p> <p>Renew subscription to Power of Reading to use as basis for literacy teaching to improve enthusiasm and attainment for vulnerable groups in reading and writing.</p> <p>Booster groups for Year 6 Appoint mentors for year 5 & 6 Disadvantaged Children</p>	<p>Maths</p> <p>Intervention for Maths to focus on KS 1 and KS 2 children causing concern.</p> <p>TA Training to further skills in moving children's learning on</p> <p>Ensuring all classes have adequate resources to teach maths effectively including text books for mastery</p> <p>Booster Groups for year 6</p> <p>Manipulatives research project – share findings with other staff</p>	<p>Collaboration focus on attendance across the Island. Whole Island policy. Attendance officers to review procedures and take swift action on attendance issues and penalty notices. Purchase and implement Sol attendance tracker.</p> <p>Weekly rewards for good attendance.</p> <p>To offer support to vulnerable families struggling with attendance. Increased involvement from Pastoral staff/School Nurse, EH teams as necessary.</p> <p>TA to supervise increasing number of children who travel by taxi at end of the day.</p>	<p>Employ new TA for Nest support</p> <p>Revised behaviour system (using red cards) to be put into place.</p> <p>Continue to offer high quality Social, emotional and behavioural support.</p> <p>Train relevant staff in Lego therapy</p> <p>Use of Boxhall profile to track well-being.</p> <p>Work more closely with Swale inclusion team to prevent exclusion. Put PSPs in place where identified risk of exclusion.</p> <p>EH notifications to be put into place for vulnerable children and their families.</p>	<p>Improve outdoor environment and resources for Woodland learning opportunities.</p> <p>Participate in Arts Mark projects including a trip to Turner contemporary for Disadvantaged children</p> <p>Take part in Royal Opera House Nutcracker project.</p> <p>Access to History visitors/trips</p> <p>Environmental projects and trips</p> <p>Go Kart project</p> <p>Improve access/interest levels in Science</p>
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