

Pupil Premium Report 2015 - 2016

Pupil Premium Report

The Government introduced the Pupil Premium Grant in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years (Known as 'Ever 6 FSM'). Schools also receive funding for pupils who have been looked after continuously for more than 6 months and to children of service personnel.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between pupils eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted Framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract Pupil Premium.

At Deerhurst & Apperley we support all of our pupils in the following ways:

- Keeping class size as low as possible.
- Close monitoring of pupil progress and closing the gaps between funded and non-funded pupils.
- Increasing the access to extra-curricular activities to include Breakfast Club.
- Supporting high quality teaching through additional classroom support and interventions as well as 1:1 support when needed.
- Purchase of appropriate resources to support these priorities.

The use of Pupil Premium to enhance children's wider experiences has been invaluable in building self-confidence and allowing children to follow interests and activities that would otherwise be difficult to access. From peripatetic music tuition to school trips the use of pupil premium allows all children to enjoy and flourish in all areas of school.

Academic Year 2015/16

Financial Year	Pupil Premium Grant	% of pupils meeting the criteria	Grant used to fund	Impact
15/16	£16,020	13.5%	<ul style="list-style-type: none">• Additional teaching assistant support.• Additional SENCO support.• Breakfast Club• 1:1 tuition, small group support & intervention.• Residential.• Swimming.• Extra curriculum clubs run by	<ul style="list-style-type: none">• Teaching support enabled regular interventions as well as first wave teaching to improve progress of FSM children. 100% of children attained EXS in all KS1 subjects. 50% of children attained EXS+• TA support allowed for feedback to improve learning – high impact EEF toolkit• All KS2 FSM children were

			<p>external agencies</p> <ul style="list-style-type: none"> • Summer Club • Educational activities • Purchase of iPad x1 to allow children to be able to access the online learning platforms that support homework and also to support those children that do not have access to a computer at home. • Additional support to top up statemented hours for children with SEND • Staff training and CPD • Peripatetic music tuition for service children. 	<p>funded to attend a residential trip where they developed confidence & were able to build relationships with Y5 children joining the class. It also prepared them for KS2/3 smooth transition into secondary school. In addition to this the families had funds available to them for support at home.</p> <ul style="list-style-type: none"> • Breakfast club was provided for two children and this meant they were on time for school. • All FSM children were funded to swim and the impact on completion was that they were able to swim 25 metres in line with their peers. • A pupil premium child had piano lessons and this engaged her learning and had good impact in confidence in class • Service children were given music tuition and as a result they were confident to join external music company and increase their confidence with new • FSM children were selected and attended the Panathlon games, this had a tremendous impact on all children and they went on to join athletics club with their peers. • Several FSM children joined after school athletics and sports and this had an impact on their PE sessions and confidence in school. • One child attended a summer school camp and this had an impact on his behaviour and focus when he returned to school as he was more engaged in lessons.
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Attendance

2015-16 96.2%

KS2 performance July 2016 - interim

Pupil premium has accounted for 2 pupils which is 20% of the cohort.

Reading				
Attainment Levels	Deerhurst & Apperley School		National all pupils EXS	Deerhurst All pupils EXS+
	Pupil Premium Attainment % Of Cohort(2)	Not Pupil Premium Attainment % cohort (8)	66%	80%
HNM	50%	12% (1)		
EXS	50%	25% (2)	66%	80%
GDS		63% (5)	19%	50%

Writing				
Attainment Levels	Deerhurst & Apperley School		National all pupils EXS	Deerhurst All pupils EXS+
	Pupil Premium Attainment (2)	Not Pupil Premium Attainment (8)	74%	100%
HNM				
EXS	50%	25% (2)	74%	100%
GDS	50%	75% (6)	15%	70%

Maths				
Attainment Levels	Deerhurst & Apperley School		National all pupils EXS	Deerhurst All pupils EXS+
	Pupil Premium Attainment (2)	Not Pupil Premium Attainment (8)	70%	80%
HNM	50%	12%		
EXS		38% (3)	70%	80%
GDS	50%	50% (4)	17%	50%

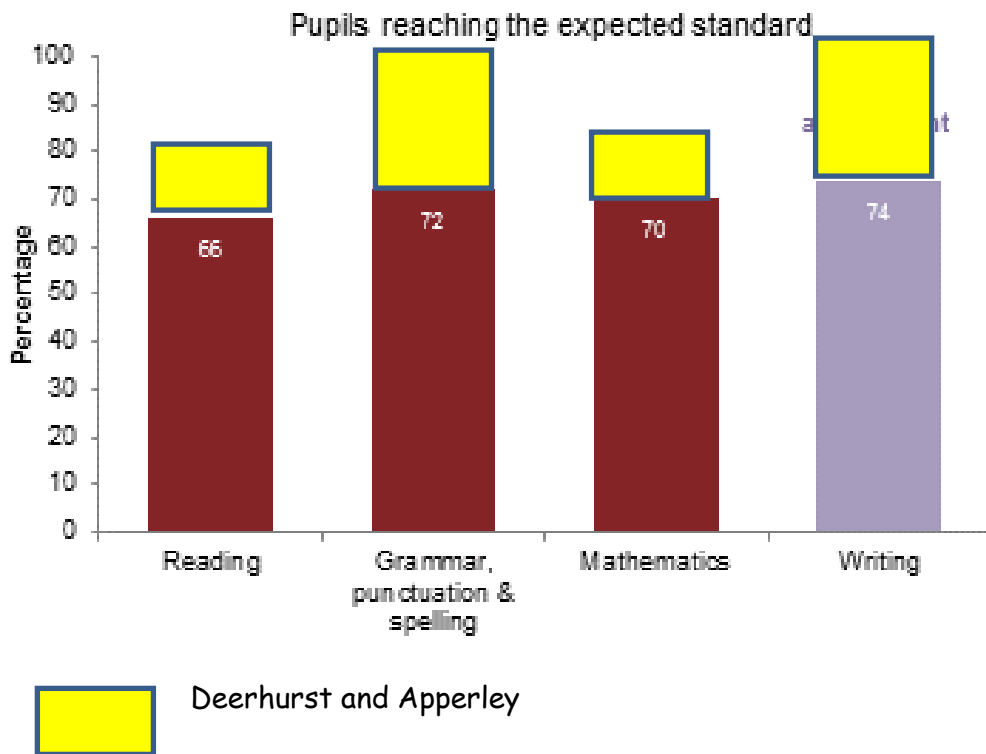
Spelling, Grammar and Punctuation

Attainment Levels	Deerhurst & Apperley School		National all pupils EXS	Deerhurst All pupils EXS
	Pupil Premium Attainment [% of cohort 2]	Not Pupil Premium Attainment Cohort 8	72%	100%
HNM				
EXS	50%	38% 3	72%	100%
GDS	50%	62% 5	22%	60%

1. Current attainment KS2 Results 2015 (2 PP pupils)

	KS2 tests 2015-EXS SchPP	KS2 tests 2015-EXS others	KS2 tests 2015 GDS SchPP	KS2 tests 2015 GDS others	Sch Attainment – all pupils EXS %	Nat Attainment – all pupils EXS %	Sch Attainment – all pupils GDS %	Nat Attainment – all pupils GDS %
% achieving EXS in reading, writing &	50%	60%		7%	80%	53%	20%	5%
Reading	50%	71%	-	23%	80%	66%	50%	19%
Writing	100%	78%	50%	18%	100%	74%	70%	15%
Maths	50%	75%	50%	20%	80%	70%	50%	17%

National compared to Deerhurst and Apperley



Deerhurst and Apperley

GPs 100% exs, fsm and Sen 100% GDS 60%

RWM

Writing 100% Exs, fsm 100% Sen 100% GDS 70%

Maths 80% Exs, Fsm 50% (1) Sen 67% (2) GDS 50%

Reading 80% Exs, fsm 50% (1) Sen 67% (2) GDS 50%

National 53% RWM Deerhurst & Apperley 80%

writing 74%

Maths 70%

Reading 66%

KS1 Performance 2015-16

Headline Data 2016 –KS1 July 2016 **V2**

Reading	WTS	EXS	GDS
EXS+ 91% L2B 2015 79%	1 (9%)	5/11 45% (91%exs+)	5/11 45%
NATIONAL 74%		74%	24%
Boys (5) school		4/5 80% (100% exs+)	1/5 (20%)
Boys Nationally 2016EXS+		70%	20%
Girls(6)	1/6 (17%)	1/6 (17%) (83% exs+)	4/6 67%
Girls Nationally 2016EXS+		78%	27%
FSM(disadvantaged) school(1)		1 (100%)	-
Others Nationally 2016		78%	27%
SEN (2) (one child added to SEN summer 2)	1 (50%)	1 (50%) (100% SATs EXS)	-
Others Nationally 2016		74%	24%
Writing	WTS	EXS	GDS
EXS+ 91% L2B 2015 64%	1 (9%)	6/11 55% (91%exs+)	4/11 36%

NATIONAL 65%		65%	13%
Boys (5) school		5/5 100%	-
Boys Nationally 2016EXS+		59%	10%
Girls (6) school	1 (17%)	1 (17%) (83% exs+)	4/6 67%
Girls Nationally 2016EXS+		73%	17%
FSM (1) school		1 (100%)	-
Others Nationally 2016		70%	16%
SEN (2) (one child added to SEN summer 2)	1 (50%)	1 (50%) (100% SATs EXS)	-
Others Nationally 2016		65%	13%
Maths	WTS	EXS	GDS
EXS+ 91% L2B 2015 79%	1 (9%)	4/11 36% (91% exs+)	6/11 55%
NATIONAL 73%		73%	18%
Boys (5) school	1/5 (20%)	2/5 40% (80% exs+)	2/5 40%
Boys Nationally 2016EXS+		72%	19%
Girls (6) school		2/6 33% (100% exs+)	4/6 67%
Girls Nationally 2016EXS+		74%	16%
FSM (1) school		1/1(100%)	-
Others Nationally 2016		77%	20%
SEN (2) one child added to SEN summer 2)	1/2(50%)	1/2 (50%)(100% SATs EXS)	-
Others Nationally 2016		73%	18%

**KS2 July 2016 (With Scaled Score of 110 representing GDS)
Writing TA**

**KS2 July 2016 (With Scaled Score of 110 representing GDS)
Writing TA**

writing	HNMES	EXS	GDS
100% exp or above		3 (30%) (100%exs+)	7 (70%)
Nationally 2016 74%		74%	15%
Boys 7		1/7 (14%) (100%exs+)	6(86%)
Boys Nationally 2016EXS+		68%	11%
Girls 3 school		2 (66%) (100%exs+)	1(34%)
Girls Nationally		81%	19%

2016EXS+			
FSM (2)		1/2 (50%) (100%exs+)	1/2 (50%)
Others Nationally 2016		78%	18%
SEN (3)		1(33%) (100%exs+)	2 (67%)
Others Nationally 2016		74%	17%
Reading	HNMES	EXS 100 Scaled Score	GDS SS 110
80% exp +	20%	30% (80%exs+)	50%
Nationally 2016 66%		66%	19%
Boys 7		(3) 43% (100% exs+)	(4)57%
Boys Nationally 2016EXS+		62%	16%
Girls 3	67% (2)	- (33%exs+)	(1)33%
Girls Nationally 2016EXS+		70%	22%
FSM (2)	50% (1/2)	(1) 50%	
Others Nationally 2016		71%	23%
SEN (3)	33% (1)	(1)33% (66%exs+)	(1)33%
Others Nationally 2016		66%	19%
Maths	HNMES	EXS	GDS
80% exp +	20% (2)	30% (80%exs+)	50%
Nationally 2016 70%		70%	17%
Boys 7		(2)29% (100% exs+)	(5)71%
Boys Nationally 2016EXS+		71%	18%
Girls 3	67% (2)	(1) 33%	
Girls Nationally 2016EXS+		70%	15%
FSM (2)	1 / 2 50%		1/ 2 50%
Others Nationally 2016		75%	20%
SEN (3)	1/3 33%	(1)33% (67%exs+)	(1)33%
Others Nationally 2016		70%	17%
GPS	HNMES	EXS	GDS
100% exp +		40% (100% exs+)	60%
Nationally 2016 72%		72%	22%
Boys 7		(2)29% (100% exs+)	(5)71%
Boys Nationally 2016EXS+		67%	18%
Girls 3		(2)67% (100% exs+)	(1)33%
Girls Nationally 2016EXS+		78%	27%

FSM (2)		(1)50% (100%exs+)	(1)50%
Others Nationally 2016		77%	26%
SEN (3)		(1)33% (100% exs+)	(2)67%
Others Nationally 2016		72%	22%

	Sch EXS	Nat EXS	Sch GDS	Nat GDS
RWM	80%	53%	20%	5%
RWM others (non FSM)	50%	60%	-	7%
RWM others non SEN	67%	53%	-	5%

Interventions

Interventions	Focus	Group/1:1	Frequency/length	Monitoring
Dancing Bears	Synthetics phonics programme – aimed at children who are behind age related targets in year 1.	1:1	15 mins daily For a term.	Use assessment sheets in pack.
Wordshark	Computer programme to help reading and spelling.	1:1	Daily/3 x per week For a term	Use of learnt sounds in everyday writing. Letters and Sounds assessment. Spelling and reading age.
Nessy	Computer based reading and spelling help for children with a specific learning difficulty.	1:1 or small group	20 mins 3 x per week minimum For a term	Assessment at end of each Island. Questionnaire feelings about reading and writing.
Word wasp	Children who have a specific learning difficulty, reading or spelling problems, auditory discrimination problems	1:1	10 mins daily For a term	Ongoing diagnostic grids in book to chart progress. Spelling and reading age
Hornet	Children who have a specific learning difficulty, reading or spelling problems, auditory discrimination problems	1:1	10 mins daily For a term	Ongoing diagnostic grids to identify progress. Spelling and reading age.
Phonics	Bespoke programmes for each child based on difficulties with particular phases of Letters and Sounds.	Ind or small group.	25 mins daily 4 x per week For a term	Letters and Sounds phase assessments. Link to performance in class.
Talking Partners	Targeted for children who need to improve communication across the curriculum e.g. SEN, EAL, G&T	1:3	25 mins 3 x per week Over 10 weeks	Record children talking about a given subject at the beginning and end of

				intervention to assess improvement. Observation of communication in class.
Language for Thinking	For children who struggle with verbal reasoning e.g. speech delay, moderate learning difficulties.	1:1 or small group	20 min sessions - minimum 1 x per week. For a term	Assessments throughout book to chart progress.
Precision Teaching	Specific visual teaching of HFW, topic based words or specific phonic sounds. Aimed to increase precision and fluency.	1:1	10 mins daily Over a term	6 weekly recall testing of learnt words. Spelling age. National Curriculum expected words lists. HFW lists
Numicon – Intervention pack	Multi-sensory approach to teaching maths	1:1 or small group.	20 mins 3 x per week Over a term	Usual assessment of APP levels termly and application of number skills in class. Basic Numeracy Test
Numbershark	Computer programme to help improve understanding and use of numbers. For children who have poor short term memory, limited attention span and poor sequencing.	1:1	10 mins daily Over a term	Ongoing assessment built into programme. Assessment of APP ongoing in class.
Plus 1/Power of 2	To secure children’s basic maths skills. Works on repetition and securing basic number skills.	1:1	15 mins daily Over a term	Ongoing assessment of performance in class. Maths feelings questionnaire. Basic Numeracy Test
Bespoke maths programme	Personalised programme to support maths skills and fill in gaps in learning.			
Social skills	Bubble time – social activities and TLC Social stories – creating bespoke stories for individual needs.	1:1 or small group dependent on activity	30 mins weekly	Observation of social skills across all activities. Discussion with child and others involved. Use of ‘Blob trees’ to track emotions.
Anger management	Petal scale – developing own scale to support children cope with feelings of anger.	1:1	Weekly – 6 weeks	Observation of strategies for coping with anger in difficult circumstances. Discussion with child and others involved.
Auditory memory	Bespoke memory activities.	1:1 or small group.	Weekly – 6 weeks	Observation of child across all activities. Discussion with child and others involved.