

Sandbrook Community Primary School

Pupil Premium Reporting to Parents: 2015/16

Sandbrook School Principles:

At Sandbrook:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support all pupils or groups of pupils the school has identified as being disadvantaged.
- Pupils premium funding will be allocated following a needs analysis which will identify priority pupils, groups or classes. The funding will be used to ensure all pupils have a good and outstanding provision which best meets the school and their needs.

Number of pupils and pupil premium grant (PPG) received

	12/13	13/14	14/15	15/16
Total number of pupils on roll	428	461	505	505
Total number of pupils eligible for PPG	148	255	199	199
Amount of PPG received per pupil	£900	£953	£1620	£1620
Total amount of PPG received	£133,200	£243,015	£322,400	£322,400

Pupil Premium school report

Development of Inclusion and Learning Support Team – removing the barriers to learning: -

- Inclusion manager
- Learning Support Manager
- 2 x Learning Mentors – social and emotional development
- 1 x TA3 – nurture provision (full time nurture provision)

- 2 x TA3 – Learning Support provision – focus early years reading and writing
- 1 x TA2 – extra learning support in foundation unit – focus reading
- 2 days Speech and Language Therapist
- Speech Bubbles programme
- 3 x 1to1 Teachers (6 days in total per week)
- Child Counsellor
- Extra learning support resources

Developing conditions for learning: -

- Free breakfast club – staff provision
- Free fruit and milk for all children
- Full time PE Teacher
- Extended school provision – before, after and school holiday clubs
- Free music provision individual/group
- Subsidised school visits (increased visits and enriching experiences)
- Ignition Y5/Y6 pupils and parents’ programme

Impact of PPG Funding 2014/15

Sandbrook will judge the value of PPG funding by analysing the gains made socially, emotionally and academically – the impact on the whole school including our most vulnerable pupils and groups.

- School graded ‘good’ at the last Ofsted inspection in June 2013.
- Children’s behaviour and attitude to learning graded outstanding in the latest Ofsted inspection in June 2013.
- Consistent good attendance at or around national averages.
- Children’s social and emotional development allows a calm and engaging ethos throughout the school.

Raise on Line and School data showing impact of PPG for our vulnerable pupils

Key Stage 1 – Year 1 Phonics Screening

- All pupils – 78% of pupils achieved the National standard which was 1% above National (77%).
- Disadvantaged pupils -78% of disadvantaged pupils achieved the National Standard which was equivalent to National levels and 12% higher than National disadvantaged pupils (66%).

Key Stage 1 – Year 1 and Year 2 Phonics Screening

- All pupils – 93% of pupils achieved the National standard which was 3% above National levels (90%).
- Disadvantaged Pupils - 94% of disadvantaged pupils achieved National levels which is 4% higher than all pupils National and 10% higher than disadvantaged pupils Nationally (84%).

Key Stage 1 Attainment (APS)

- Disadvantaged pupils achieved better than National disadvantaged pupils in all the subjects (+0.1) and reading (+0.4) and the same in writing and mathematics.

END Key Stage 2

Proportion of pupils achieving Level 4

- Disadvantaged pupils achieved higher than National disadvantaged pupils in Reading, Writing and Maths combined (+6%), Maths (+7%), Reading (+2%) and EGPS (+7%).

Pupils achieving Level 5

- Disadvantaged pupils achieved higher than National disadvantaged pupils in Reading (+3) the same in EGPS and Maths.

Key Stage 2 attainment APS

- Disadvantaged pupils scored higher APS than disadvantaged pupils Nationally in Maths, Reading and Writing combined (+0.2%), Maths (+0.6), Reading (+0.2) and EGPS (+0.5).

Value Added Key Stage 1 to Key Stage 2

- Disadvantaged pupils achieved greater value added than National disadvantaged pupils overall (+1.1), Maths (+1.6), Reading (+1.1) and Writing (+0.2).
- Disadvantaged data for value added is outstanding.

Expected progress – Key Stage 1 to Key Stage 2

- Disadvantaged pupils made greater than expected progress when compared to National disadvantaged pupils in Reading (+7%), Maths (+9%) and similar in Writing (-1%).

Key Stage 2 Closing the Gap – Disadvantaged pupils

Overall – Disadvantaged pupils upwards trend from (-2.7) difference in 2013 to (-1.7) in 2015.

Reading – Disadvantaged pupils upward trend from (-2.2) in 2013 to (-1.5) in 2015.

Writing – Disadvantaged pupils upward trend from (-3.3) in 2013 to (-1.8) in 2015.

Maths - Disadvantaged pupils upward trend from (-2.6) in 2013 to (-1.8) in 2015.

Key Stage 2 Closing the Gap – Value added

Overall – disadvantaged pupils achieve greater value added than National other pupils (100.9 to 100.8 = +0.1)

Maths – Disadvantaged pupils closed the gap to other pupils Nationally (101.3 – 101.5 = -0.2)

Reading - Disadvantaged pupils achieved greater value added than other pupils Nationally (100.8 – 99.9 = +0.9)

Writing - Disadvantaged pupils closed the gap to other pupils Nationally (100 – 100.4 = -0.4)

Proposed use of Pupil Premium Grant for 2015/16

- Literacy/SEN Teacher to join our Learning Support Team.
- Extra Teaching Assistants in the Early Years Foundation Stage to ensure quality provision and consistent early intervention.
- Extra funding for enriching visits, visitors and experiences.
- Additional Learning Mentor to our Inclusion Team to continue to support the social and emotional development of our pupils.
- Substantial extra resources to purchase quality intervention resources for our learning support strategy.
- Extra Teachers to support interventions in KS1 and KS2.