



# Richard Wakefield CE (C) Primary School

## Pupil Premium Strategy Report 2016/2017

### Introduction –

Our pupil premium funding is used to provide additional educational support to improve progress and to raise the standard of achievement for pupils who are, or who have ever been, registered as eligible for Free School Meals. A premium is also available for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. Pupil Premium Plus has also been introduced for adopted children and those on special guardianship. The funding is used to narrow and close the gap between the achievement of these pupils and their peers.

Wherever possible and working within the powers given, a school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. As a school we work hard to ensure that the additional funding makes a significant impact on their education and lives.

### Review of Pupil Premium 2016/2017

**Allocation;** April 2016 – April 2017 - £56,590

2016 – 2017	
Funding stream	Amount
FSM	£54,120
LAC	£2,470
Service Premium	-
Total income	£56,590

### Breakdown of Pupil Premium pupils at school

2016 - 2017- as at September 2016								
	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Male	2	1	2	0	7	3	8	23
Female	1	0	4	5	1	7	6	24
Total	3	1	6	5	8	10	14	47

## How the funding was spent (2016 – 2017)

Issue and intervention	Expectation	Intervention and impact
	<i>What are the aims? How will success be measured?</i>	
Support having two full classes in Year 6 – progress	With still 30% of children eligible for funding being in one specific year group the cohort is again to be split into two small classes (below 20) to allow for targeted intervention and support	Support having two full classes in Year 6 – See progress evaluation below.
Small group tuition/reduction in class sizes	Small group work throughout school – targeted intervention from trained teaching assistants aimed at specific issues in individual year groups e.g. targeted reading programme in Year 6	Small group tuition/reduction in class sizes – See progress evaluation below.
One to one support	Basic skills programmes targeted at individual cases across school e.g. speech and language programme in Year 2 Behavioural support in reception class Continued Physiotherapy support for Year 6 pupil	One to one support – Personal learning plan targets met for all pupils
Basic skills resources	Improve provision for and resources to support use of P4C and BLP work across the school.	Basic skills resources improved to provide individual and small group support.
ICT resources	Update speech and language resources Increase iPad provision to support	ICT resources having impact on individual development and progress.
Social and emotional support	Maintain Hope and Positive Play – one afternoon per week at least if possible more should funding allow	Social and emotional support for all pupils in school – increasing demand and uptake. See individual records.

## Impact – progress and attainment

By the end of Year R – EYFS data

Reception	Number of children	Emerging	Expected	Exceeding	GLD (good level of development)
Reading	3	1	2	0	
Writing	3	1	2	0	
Number	3	1	2	0	

Small number of PP children – child emerging has SEN with individual programme set out.

Year 1 and 2 Phonics

Year 1	Number achieving standard	% score	% pupil premium achieving standard
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			(1 child)
30 children	28	93%	100%
Year 2 retakes	Number achieving standard	% score	% pupil premium achieving standard (1 child)
2 children	1	50%	0% SEN
Overall – by end of year 2	Number achieving standard	% score	% pupil premium achieving standard (6 children)
31 children	30	97%	83%

PP child not reaching phonic standard by end of Year 2 after retake has SEN with individual programme set out.

### By the end of Year 2 – End of KS1 data

Year 2	Number of children	Working towards	At expected standard	At greater depth
Reading	6	3	3	0
Writing	6	3	3	0
Mathematics	6	2	4	1

Although small numbers PP children below attainment of other pupils which was 80% at expected standard and 70% in writing. This is a key area to monitor and address moving forwards with a focus on the specific intervention set out to support this cohort. The children working towards are all being monitored individually with group intervention programmes in place for Year 3.

### By the end of Year 6 – End of KS2 data

Year 6	Number of children	Working towards	At expected standard	At greater depth
Reading	14	6	7	1
Writing	14	5	8	1
Mathematics	14	7	5	2
GPS	14	5	8	1

For our school this was a significant number of PP children in a single year group – Long term strategies around smaller class sizes and teaching assistant support ensured good progress and apart from in maths predictions for these groups were exceeded. However interventions were not put in early enough and moving forward how the pupil premium funding is targeted must be effective from the moment they start school.

### All year groups Pupil Premium end of year assessment levels

The tables below show the number of children who are working at the different levels in their year group.

Beginning – starting to achieve expectation in their year group

Within – meeting the standards expected for that year group

Secure – showing a full and complete understanding of the expectations for that year group.

Reading	Number of children	Beginning	Within	Secure	Progress Expected 6 pts	Progress Above expected +6 pts
Y1	1	0%	100%	0%	100%	-
Y3	5	40%	60%	0%	100%	(40%)
Y4	9	33%	33%	33%	89%	(67%)
Y5	10	40%	50%	10%	100%	(75%)

Writing	Number of children	Beginning	Within	Secure	Progress Expected 6 pts	Progress Above expected +6 pts
Y1	1	0%	100%	0%	100%	
Y3	5	40%	40%	20%	100%	(80%)
Y4	9	44%	33%	22%	100%	(78%)
Y5	10	70%	10%	20%	100%	(87%)

Mathematics	Number of children	Beginning	Within	Secure	Progress Expected 6 pts	Progress Above expected +6 pts
Y1	1	0%	100%	0%	100%	-
Y3	5	40%	60%	0%	60%	(60%)
Y4	9	44%	33%	22%	89%	(67%)
Y5	10	60%	40%	10%	87%	(87%)

Although small numbers of PP children in some year groups make statistical comparisons difficult the progress of these individuals has been good. Where there are large groups still at the beginning of age expectations there are a significant proportion of SEND pupils with individual interventions set up.