

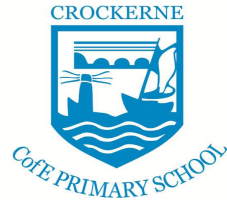
# **Crockerne Church of England Primary School**

## **Pupil Premium Report 2015/2016 and 2016/2017**

### **Our most recent Ofsted (July 2013) report comments....**

*"Current data shows that pupils known to be eligible for free school meals, who benefit from additional adult support in lessons and in small groups, make progress that is as good as others on the school in both English and mathematics. Any gaps between the performance of those eligible for free school meals and their classmates are now narrowing as a result of good support."*

*"Pupil premium funding is used very well to provide adult support and resources that target learning needs, helping pupils to make rapid and accelerated progress in their learning. "*



# **Contents – Pupil Premium**

---

<b><i>Page</i></b>	<b><i>Contents</i></b>
<b>2.</b>	<b>Contents</b>
<b>3.</b>	<b>What is pupil premium?</b> What are our key priorities, philosophy and how do we allocate funding?
<b>4.</b>	<b>How much pupil premium does the school receive to support learning?</b>
<b>5.</b>	<b>How does the school plan to spend the pupil premium funding?</b>
<b>6.</b>	<b>How do we evaluate the impact?</b>
<b>7-9.</b>	<b>Evaluation and Impact over the past 3 years</b>

## **What is Pupil Premium?**

In 2011-12 the Government launched its' Pupil Premium funding. Pupil Premium is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM) or who has been in receipt of them in the past 6 years. Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

### **Our Philosophy**

#### ***Excellence for all in a caring community***

At Crockerne we have the highest expectations for all our children, ensuring that each child reaches their full potential, both academically and socially. In order to do this we engage in a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve exceptionally well.

### **Impact: trend data**

2013-2015 Trend data indicates that most pupil premium pupils have made at least expected progress from their different starting points.

In 2015, at the end of KS2, pupil premium pupils achieved in line with their non- pupil premium peers at L4+ and ahead of other pupils nationally. Combined attainment of pupil premium pupils at L4+ shows a three year upward trend. In 2015 in reading and maths all disadvantaged pupils attained L4+ which was higher than non- pupil premium pupils in our school as well as nationally.

In KS1 disadvantaged pupils make good progress but we recognise the need to increase the percentages that reach and exceed the expected level.

2016 has seen a decline in progress and attainment for our vulnerable pupils for a variety of reasons. As a result of this, 2016-2017 school improvement planning has an even sharper focus on raising the achievement of our PPpupils.

### **Key Priorities 2016-2017**

1. To continue to accelerate the progress of pupil premium children ensuring the attainment gap continues to be closed.
2. To ensure at least good achievement of pupil premium children and to increase the number of children of children who make better than expected progress.
3. To provide targeted support enabling pupil premium children to develop their social and emotional skills.
4. To ensure teaching and learning across the school is consistently good or better.
5. To ensure an increase in parental and community engagement.

### **Allocation of Funding**

We have allocated our Pupil Premium Funding to help pupils reach their full potential and to narrow the gap. We have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Trust, The Pupil Premium: How schools are spending the funding successfully to maximise achievement, intervention tracking and good practice examples in using the pupil premium grant to inform our decision making.

## **Pupil Premium Funding - Crockerne Church of England Primary School**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total number of pupils on roll (nursery)	258 (53)	272 (521)	297 (52)	288 (50)	297 (48)
Total number of pupils eligible for PPG including:					
Free School Meals/Ever 6	55	55	65	56	52
LAC				1	1
Adoptive			2	3	3
% of main school population	21%	20%	23%	21%	19%
Amount of PPG received per pupil:					
Free School Meals/Ever 6	£623	£961	£1300	£1320	£1320
LAC				£800	£800
Adoptive			£1900	£1900	£1900
Total amount of PPG received	£34,535	£52,903	£91,695	£80,420	£74,340
Nursery Funding	N/A	N/A	N/A	N/A	N/A

### Pupil Premium Spending Overview– 2015-2016

Spending Overview:	Cost:	Percentage of spend:
Teaching and Learning Team Leaders: targeted to raise attainment of PP pupils	£13,594	17%
Learning Mentor	£10,572	13%
1:1 specific intervention	£14,556	18%
1:1/small group intervention	£13,862	17%
In class support including boosters	£15,881	19%
Achievement for All Programme	£3815	5%
Education Welfare	£1300	2%
Clubs and Wraparound Care	£6840	9%
<b>Total:</b>	<b>£80,420</b>	<b>100%</b>

### Planned Pupil Premium Spending Overview– 2016-2017

Spending Overview:	Cost:	Percentage of spend:
Teaching and Learning Team Leader: targeted to raise attainment of PP pupils	£2200	3%
AHT designated LAC lead	£5428	7%
SENCo	£5428	7%
Learning Mentor	£6840	9%
1:1 specific intervention	£14,556	19%
1:1/small group intervention	£13,862	18%
In class support including boosters	£15,881	20%
Before school boosters	£2992	4%
Achievement for All Programme	£2200	3%
Education Welfare	£1300	2%
Clubs and Wraparound Care	£6500	8%
<b>Total:</b>	<b>£77,187</b>	<b>100%</b>

## **How do we Evaluate Impact?**

- The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so we can quickly identify any underperformance and develop strategies and interventions to promote improvement.
- A wide range of data is used – achievement data, pupils work, observations, learning walks, and staff, pupils and parents voice. Assessment data is collected termly and pupil progress meetings are held to analyse children's achievements further identifying next steps.
- Assessments are closely moderated to ensure they are accurate.
- The impact of interventions is closely monitored and they are adapted or changed if they are not working.
- SEND Leader monitors rigorously to ensure appropriate, targeted provision.
- The Leadership Team maintain an overview of pupil premium spending, however class teachers are also responsible for tracking their individual pupil premium children.
- The curriculum and standards committee of the Governing Body receive regular Pupil Premium updates and the Co-Head Teachers report on the Pupil Premium in their reports to Governors.
- We use Raise Online, KS1, Phonics and EYFS data, but also track closely attainment and achievement half termly to evaluate impact in terms of attainment and achievement.
- We utilise a range of Local Authority produced and national benchmarking data to ensure that our analyses are accurate and informative.

## KS2 Attainment 2016

### Percentages of pupils meeting and exceeding the expected level at KS2:

	CROCKERNE expected level	NATIONALLY expected level	CROCKERNE Greater Depth	NATIONALLY Greater Depth
Reading	78%	66%	32%	19%
Writing	78%	74%	17%	15%
EGPS	76%	72%	24%	23%
Maths	51%	70%	10%	17%
Combined	41%	53%	0%	5%

### Percentage of PP pupils meeting and exceeding the expected level at KS2:

	CROCKERNE PP expected level	CROCKERNE PP non-SEND expected level	CROCKERNE Non-PP expected level	NATIONALLY PP expected level	NATIONALLY Non-PP expected level
Reading	43%	43%	85%	71%	71%
Writing	57%	57%	88%	79%	79%
EGPS	57%	57%	79%	78%	78%
Maths	43%	43%	53%	75%	75%
Combined	14%	14%	47%	60%	60%

	CROCKERNE PP exceeding	CROCKERNE PP non-SEND exceeding	CROCKERNE Non-PP exceeding	NATIONALLY PP exceeding	NATIONALLY Non-PP exceeding
Reading	14%	14%	35%	23%	23%
Writing	14%	14%	21%	18%	18%
EGPS	14%	14%	26%	27%	27%
Maths	0%	0%	12%	20%	20%
Combined	0%	0%	0%	7%	7%

(7 out of 41 Y6 pupils were eligible for PP and were non-SEND in 2015-2016)

**Summary:** Attainment of PP pupils in 2016 at KS2 was behind that on non-PP and PP nationally.

**Actions:** Accelerate progress for PP pupils across the school so that a higher percentage of pupils reach and exceed the expected level.

## Progress of PP pupils compared to non-PP pupils: KS1-KS2 2016

	CROCKERNE all	CROCKERNE PP	CROCKERNE Non-PP
<b>Reading</b>	2.46	1.08	2.74
<b>Writing</b>	0.84	-0.32	1.08
<b>Maths</b>	-2.34	-2.17	-2.38

(Progress nationally is 0)

### **Summary:**

Reading: pupil premium children at Crockerne are making better progress in reading than all pupils nationally although the progress of PP pupils is slower than their non PP peers.

Writing: the progress score of pupil premium children in writing is below other pupils in school and nationally.

Maths: the progress of all pupils in maths was slower than national although PP pupils made slightly faster progress than nonPP

**Actions:** Continue to provide high quality teaching and learning experiences and interventions for our pupil premium children to enable more to make accelerated progress in reading, writing and mathematics.



## Key Stage 1 Attainment 2016

### Percentages of pupils meeting and exceeding the expected level at KS1:

	<b>CROCKERNE expected level</b>	<b>NATIONALLY expected level</b>	<b>CROCKERNE Greater Depth</b>	<b>NATIONALLY Greater Depth</b>
<b>Reading</b>	76%	74%	24%	24%
<b>Writing</b>	66%	65%	11%	13%
<b>Maths</b>	71%	73%	24%	18%
<b>Combined</b>	61%	Not available	8%	Not available

### Percentage of PP pupils meeting and exceeding the expected level at KS1:

	<b>CROCKERNE PP expected level</b>	<b>CROCKERNE PP non-SEND expected level</b>	<b>CROCKERNE Non-PP expected level</b>	<b>NATIONALLY PP expected level</b>	<b>NATIONALLY Non-PP expected level</b>
<b>Reading</b>	33%	66%	84%	78%	78%
<b>Writing</b>	33%	66%	72%	70%	70%
<b>Maths</b>	17%	33%	81%	77%	77%
<b>Combined</b>	17%	33%	66%	Not available	Not available

	<b>CROCKERNE PP exceeding</b>	<b>CROCKERNE PP non-SEND exceeding</b>	<b>CROCKERNE Non-PP exceeding</b>	<b>NATIONALLY PP exceeding</b>	<b>NATIONALLY Non-PP exceeding</b>
<b>Reading</b>	0%	0%	28%	27%	27%
<b>Writing</b>	0%	0%	13%	16%	16%
<b>Maths</b>	0%	0%	28%	20%	20%
<b>Combined</b>	0%	0%	9%	Not available	Not available

(6 out of 38 Y2 pupils were eligible for PP in 2015-2016)

(3 out of 38 Y2 pupils were Non Send PP in 2015-2016)

**Summary:** The percentage of PP pupils at and above the expected level is lower than other pupils in school and PP nationally.

**Actions:** Accelerate progress for all children in KS1 so more children are reaching and exceeding age related expectations.

