

Pupil Premium 2015-2016

"The pupil premium is spent very effectively on ensuring that eligible pupils make even better progress than their classmates. In this way, gaps in attainment between these pupils and other pupils in the school are closing rapidly." Ofsted June 2015

Item/Project	Cost (£)	Objective	Links to Ofsted Headings	RAG Rating	Outcome / Evaluation																																								
Additional Teachers- KS1 and KS2	74 848	Additional staffing in both Key Stage 1 and Key Stage 2 to improve pupil confidence and to ensure that English and maths skills are improved and progress targets achieved.	Outcomes for Pupils Quality of teaching, learning and assessment	KS1 KS2	<p>KS1 Data % working at expected standard</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>78.0 %</td> <td>70.0 %</td> <td>74.0 %</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>71.0 %</td> <td>55.0 %</td> <td>77.0 %</td> </tr> <tr> <td>National Disadvantaged</td> <td>62.0 %</td> <td>53.0 %</td> <td>60.0 %</td> </tr> <tr> <td>National Non-Disadvantaged</td> <td>78.0 %</td> <td>70.0 %</td> <td>77.0 %</td> </tr> </tbody> </table> <p>The percentage of disadvantaged pupils achieving expected standards in reading and writing at KS1 is greater than the non-disadvantaged and greater than the national disadvantaged figure. In Maths whilst the non-disadvantaged outperformed the disadvantaged our disadvantaged still performed better than the national figure.</p> <p>KS2 Data Average scaled score</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>97.6</td> <td></td> <td>101</td> </tr> <tr> <td>Non-Disadvantaged</td> <td>100.8</td> <td></td> <td>104.6</td> </tr> <tr> <td>National Disadvantaged</td> <td></td> <td>99.9</td> <td>100.7</td> </tr> <tr> <td>National Non-Disadvantaged</td> <td>103.8</td> <td></td> <td>104.1</td> </tr> </tbody> </table> <p>KS2 scaled scores would suggest a gap in reading attainment between our disadvantaged and non-disadvantaged pupils, but not in maths attainment. Progress data also identifies a gap between these two groups in reading and writing but not in maths.</p>		Reading	Writing	Maths	Disadvantaged	78.0 %	70.0 %	74.0 %	Non-Disadvantaged	71.0 %	55.0 %	77.0 %	National Disadvantaged	62.0 %	53.0 %	60.0 %	National Non-Disadvantaged	78.0 %	70.0 %	77.0 %		Reading	Writing	Maths	Disadvantaged	97.6		101	Non-Disadvantaged	100.8		104.6	National Disadvantaged		99.9	100.7	National Non-Disadvantaged	103.8		104.1
	Reading	Writing	Maths																																										
Disadvantaged	78.0 %	70.0 %	74.0 %																																										
Non-Disadvantaged	71.0 %	55.0 %	77.0 %																																										
National Disadvantaged	62.0 %	53.0 %	60.0 %																																										
National Non-Disadvantaged	78.0 %	70.0 %	77.0 %																																										
	Reading	Writing	Maths																																										
Disadvantaged	97.6		101																																										
Non-Disadvantaged	100.8		104.6																																										
National Disadvantaged		99.9	100.7																																										
National Non-Disadvantaged	103.8		104.1																																										

Training – Developing writing -Inset	930	To improve provision of reading, writing, speaking and listening.	Outcomes for Pupils Quality of teaching, learning and assessment		Writing and reading attainment in KS2 continues to be a focus particularly amongst boys. Additional training for staff through Literacy First is already booked to continue to improve our provision in this area.
Staff Training –De-escalation and preventing low level disruption	1 600	To develop staff knowledge, skills and understanding in order to improve outcomes for children in receipt of pupil premium.	Outcomes for Pupils Quality of teaching, learning and assessment		Staff are better equipped with a range of techniques and methods to deal effectively with disruptive behaviours in the classroom.
Training – Read, Write Inc	370	<ul style="list-style-type: none"> To enable the effective delivery of a systematic phonics programme focusing on developing language comprehension skills through discussion and partner work. 	Outcomes for Pupils Quality of teaching, learning and assessment		<p>Disadvantaged children performed well in the Y1 phonics screening check – 79% passed the screening check (National disadvantaged figure 70%) compared to non-disadvantaged figure of 77%.</p> <p>This represents an increase from 52% of disadvantaged children at the school meeting the required standard in 2014.</p>
Senior FSW Inco Learning Mentor Full Time	152 988	<p>To improve parental engagement in children’s learning and wider outcomes.</p> <p>To target families in order to improve attendance</p> <p>To support families to address social issues that create barriers to learning through poor attendance etc.</p> <p>To provide nurture intervention to ensure full access to the curriculum for vulnerable pupils including those at risk of exclusion.</p>	Outcomes for Pupils Personal development, behaviour and welfare		<p>The Inclusion team continue to offer targeted support to vulnerable children and their parents. This has enabled children to remain in classroom benefitting from quality first teaching and has reduced the number of fixed term exclusions over the year.</p> <p>See comments re Attendance later in document.</p>

<p>Inclusion/Sen support- Speech & Language / Educational Pyschologist and various resources</p>	<p>5 000</p>	<p>To provide in-house support and improve emotional well-being of our most vulnerable disadvantaged children.</p>	<p>Outcomes for Pupils Personal development, behaviour and welfare</p>		<p>Over the academic year, school used the services of Edge Inclusion partners. This has been to provide educational psychologist assessments for three children, all whom require an EHCP – one application has been successful, two are going through the mediation process.</p> <p>Three assessments have taken place for children with specific learning difficulties, two of whom have now been diagnosed with dyslexia. This means that teaching and learning can be specifically catered for their needs.</p> <p>Several children have received SALT (speech and language) assessments and this has been to support the gathering of external advice (NHS waiting list for SALT is currently at 20 weeks in CE) – or because of the huge need in the lower end of the school of children being discharged due to non-attendance.</p>
--	--------------	--	--	--	---

Attendance Officer	4 000	To raise the profile of attendance across the school (95% minimum). To reduce persistent absence/late levels.	Outcomes for Pupils Personal development, behaviour and welfare		<p>Attendance officer is undertaking first response calls and raising awareness of attendance across the school. Role forms part of attendance team who have:</p> <ul style="list-style-type: none"> - Monitored and increased meetings with parents at school for persistent absentees - (fortnightly). - Increased first response with home visits (joint health and education) - Intensely monitored children with attendance below 85%. Daily attendance meetings have now commenced. - Worked with children and families with attendance 85% - 90% to increase to above 95% - Made children aware of their own attendance, weekly in class. . <p>Communicated daily letters to families with notification that they may be served an F.P.N if attendance doesn't improve.</p>
Accelerated Reading Programme	2 826	Software to improve reading scores through the accelerated reading programme.	Outcomes for Pupils		<p>This programme is not fully up and running in school due to delays in book cataloguing and the setting up of individual user identifications for each child. I pads have been ordered for each class to ensure children have access to an I pad to complete their AR quizzes. We aim for the programme to be fully implemented in January 2017.</p>

Mini bus	5 524	To improve pupil engagement with extra-curricular activities and wider community projects by providing transport to and from sports/community events, school trips, curricular activities, residential visits, swimming, transition events etc.	Personal development, behaviour and welfare		Mini-buses provided the ability to access swimming / forest schools and enrichment opportunities. Parents have also been transported when accompanying enrichment activities. The pre-existing agreement continues with Cranberry Academy to share cost of minibus.
Respect programme – Cheshire Fire Brigade	2 000	To improve outcomes for targeted key stage 2 pupils by; <ul style="list-style-type: none"> • Improving self - discipline and respect for each other. • Raising aspirations and motivation. • Increasing levels of self- esteem by feeling part of a team. • Developing social skills by interacting with team leaders and team mates. • Building an awareness of consequences of actions, reducing likelihood for engagement in anti-social or risk-taking behaviour. 	Personal development, behaviour and welfare		Disadvantaged children across year groups 5 and 6 have participated in the Respect programme. Case study evidence highlights positive impact of the programme. Y6 pupil “It helps you to respect other people like your friends and your teachers and it is helping me to improve my behaviour”.

Enrichment – visits/visitors	15 000	To subsidise educational visits for any disadvantaged families. To provide positive experiences with creativity, purpose and enjoyment in order to support the curriculum and enhance learning	Outcomes for Pupils Personal development, behaviour and welfare		The curriculum continues to be broadened and enriched through art and cultural development including art and D&T themed weeks. The PP grant has enabled disadvantaged children to benefit from a curriculum and learning both diverse and exciting through visits and visitors in order to engage and motivate children to maximise learning and to provide memorable experiences.
Extended Provision	500	To offer extended and alternative provision for vulnerable children in order to improve attendance, health, well-being and readiness to learn.	Personal development, behaviour and welfare		Breakfast club continues to provide a calm, social experience at the start of the day. Alternative provision also offers opportunities through the day to review and celebrate learning for identified pupils with the support of the inclusion team.
Overall PPG Spend	265,586				