

# Pupil Premium Report

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## Summerbank Primary School

Academic year 2015 - 2016

*Funding is received on a financial year basis however this report is based on academic year 2015 - 2016 as per DfE requirements*

# Pupil Premium Academic Year 2015 - 2016

<b>Number of Pupils and Pupil Premium Funding received</b>	
Number of Pupils on roll at time of census 2015 ( <i>January</i> )	402
Number of pupils eligible for pupil premium 2015 ( <i>as per DfE notification</i> )	166
Number of pupils eligible for pupil premium 2016 ( <i>as per DfE notification</i> )	177
<b>Total amount of Pupil Premium</b> ( <i>Academic year 2015/2016</i> )	<b>£224,400</b> ( <i>Based on 7/12 of 2015/16 (actual £217,800) and 5/12 of 2016/2017 allocation</i> )
<b>Total amount of Pupil Premium spent</b> ( <i>Academic year 2014/2015</i> )	<b>£230,524</b>
<b>Balance remaining</b>	<b>-£ 6,124</b>

## Pupil Premium Expenditure Focus 2015 - 2016

Strategy	Rationale	Cost	Success Criteria	Evaluation
Improve standards in reading and writing	Intensive phonics sessions delivered daily by teachers and Teaching Assistants. 30 mins per day	£9,073	Phonics data for Y1 and Y2 re-takes in line with national percentage	<p>Y1 and Y2 were split into 8 groups for intensive daily phonics sessions.</p> <p>Published data shows the gap between Y1 phonics for disadvantaged pupils compared to all pupils nationally has diminished by one percentage point.</p> <p>Phonics by the end of Y2 for disadvantaged pupils compared to all pupils nationally has diminished by 10 percentage points.</p>
Improve standards in reading and writing	<p>Phonics training for 6 teachers and all TAs</p> <p>Improving phonics through intervention training</p>	<p>£1,366</p> <p>£ 150</p>	Phonics data for Y1 and Y2 re-takes in line with national percentage	Staff are fully trained and are delivering daily intensive phonics sessions to children in phases 1 – 3, impacting on phonics attainment.
Improve standards in writing	Practical ways to teach spelling training for 1 year 1 teacher (GW) and 1 Y4 teacher (LG)	£ 170	Increased confidence and new strategies for teaching spelling.	Alternative strategies are now in use. Teacher confidence is improved.
Improve standards in writing	Y1 & Y2 teachers attendance at Talk4writing training	£ 702	Accelerated progress in writing. Improved vocabulary. Increased independence and resilience in writing.	Phase 1 – 3 writing curriculum adapted in line with outcomes of the training. Teaching strategies implemented. Impact expected to show in academic

	Y3 teachers attendance at Talk4writing training	£ 351		year in 2016 – 2017 as the training took place Spring/Summer 2016.
Improve standards in reading, writing and maths	Interventions to target identified groups of pupils	£37,982	Children to demonstrate accelerated progress in target area.	16 children participated in the Nesy Programme – average reading age was +6.84 months in a 3 month programme representing accelerated progress.  8 children participated in the Catch up Numeracy programme. Average number age gain was 7 months in a period of 3 months which represents accelerated progress.
Improve standards in reading	Dedicated Librarian	£ 4,088	Additional access to reading for all pupils.	All pupils access a library promoting independence and a love of reading.
Improve standards in mathematics	2 x Y3 teachers mastering number fluency	£ 100	Accelerated progress in target area.	Pupil premium children given this support made an average gain of 7.25 months which is more than double expected progress.
	Catch up numeracy training	£1,185		
Improve attainment for children with both pp and SEN	National Award for SEN Co-ordination	£1,800	SENCO effectively targets disadvantaged pupils with additional needs.	Processes put in place by the SENCO to support teachers in meeting the needs of SEN/PP children – course to be completed by Jan 2017.
Improve attendance	Study support group runs each morning with additional learning opportunities and free breakfast for targeted pupils	£ 4,640  Resources £ 1,620	Improved attendance for children with persistent absence or late marks.	12 disadvantaged children were targeted to attend the study support group. As a result of attending the club lateness improved, pupils started the day with a healthy breakfast and entered classrooms settled and ready to learn.
	Additional EWO support	£ 3,400	Improved attendance for children with persistent absence or late marks	The EWO has direct involvement with 56 pupils eligible for pupil premium whose attendance is low.  In addition to this the EWO monitors all pupils in school and meets with all parents requesting leave during term
	Additional monitoring/assistance (admin) for EWO	£ 1,600		

				<p>time, conducts 'late gates' and home visits for children whose attendance is below the expected level.</p> <p>As a result of this, parents / carers understand the implications of poor attendance.</p>
Improve access to educational visits	Trip contribution for children	£ 9,963	Children are able to access a wide variety of different experiences and visits.	<p>Numerous visits took place over the year, all impacting on children's knowledge and understanding and contributing to the story topic approach, impacting on reading and writing skills across the school.</p> <p>Many of these visits would not have been financially viable without contribution from the pupil premium fund as costs would have been excessive for parents.</p>
Management of intervention delivery across the school	Dedicated interventions manager	£38,849	Identified gaps in learning are tackled through the identification of appropriate interventions. These are targeted at specific children and groups.	<p>Our interventions manager ensures that appropriate interventions are identified, targeted and monitored to ensure specific children, groups make gains in learning to support them in closing the gap with their peers.</p> <p>To support this the interventions manager is responsible for ensuring staff are appropriately trained and informed to deliver specified programmes.</p>
Access to the curriculum for children with social and emotional difficulties	Provision of a dedicated Learning Mentor	£24,620	Identified children work closely with the learning mentor in small group or 1:1 sessions providing support to help them reach their targets.	<p>The learning mentor worked with 24 children in this academic year, providing for the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential (beyond that of the classroom).</p> <p>She works with a range of learners, giving priority to those who need the most help, especially those experiencing multiple disadvantages.</p> <p>The variety of issues include: punctuality, absence, challenging behaviour, safeguarding issues, able and gifted</p>

				<p>learners who may be experiencing difficulties.</p> <p>To address barriers outside the school, the learning mentor works closely with families and other agencies through Early Help support.</p>
Effective deployment of pupil premium	SBM additional hours to monitor & evaluate pp effectiveness	£ 3,472	Effective monitoring and evaluation of pupil premium	Pupil premium is effectively deployed, monitored, and evaluated – including detailed financial reporting
Provide a broad and balanced curriculum.	Employ Specialist D & T / Computing Teacher	£28,649	Children have access to high quality computing and DT teaching by a specialist practitioner.	<p>All pupil premium children demonstrate increased understanding of computing and D &amp; T. This has fostered greater motivation for learning and the application of basic skills across the curriculum.</p> <p>ICT Pupil Questionnaires demonstrate that 100% of children: enjoy working within the computing suite, have learned new skills and enjoy using computers, enjoy their lessons and feel that they are good, with 94% feeling safe using the computers.</p> <p>D &amp; T Questionnaires show that the vast majority of children: enjoy working in the technology suite, feel that they have learned new technology skills, understand technology lessons and feel that they are good.</p> <p>As a result of working with a specialist teacher, pupils report that they feel proud of their work.</p>
Early intervention for disadvantaged pupils in danger of under-achievement.	<p>Additional EYP deployed to work with small groups</p> <p>Additional 11.5 hours bilingual support to support children with EAL</p>	<p>£13,104</p> <p>£ 6,535</p>	Increase in % children achieving GLD therefore impacting on KS1 and KS2 results.	42% of children achieved a GLD 2016 prior to additional EYP estimated GLD % was 32% representing a 10% increase.

Improve standards in KS2	Specialist teacher to support Y6 boosting	£30,420		<p>There were 15 pp children in the Y6 cohort.</p> <p>One out of 15 pupil premium children was achieving age related expectation for SPAG at the beginning of Y6. 10 children achieved age related expectation or higher at the end of Y6.</p> <p>One pp child was achieving age related expectation for maths at the beginning of Y6. 6 children achieved age related expectation at the end of Y6.</p> <p>3 PP children were achieving age related expectation for reading at the beginning of Y6, 7 children achieved age related expectation at the end of Y6,</p> <p>No PP children were achieving age related expectation in writing at the beginning of Y6. 10 children achieved age related expectation or above at the end of Y6.</p>
Improve standards maths	<p>Assertive mentoring purchased</p> <p>Assertive mentoring training</p>	<p>£6,000</p> <p>£ 685</p>	<p>Clear tracking system in place half-termly for maths.</p> <p>Teachers able to identify gaps in pupil knowledge and target these.</p> <p>Improved mental maths capacity.</p> <p>Improved progress and attainment in maths.</p> <p>3 staff attended the training</p>	<p>Assertive mentoring was introduced at Easter 2016. Impact expected to be seen end of academic year 2016 – 2017.</p>