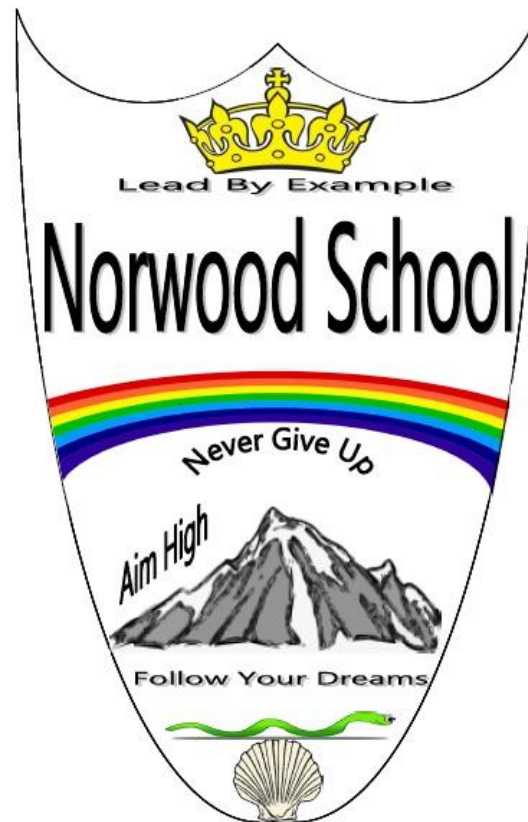


The Pupil Premium: 2015-2016

Analysis & challenge tool for schools



Analysis & challenge toolkit for school leaders:

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey.

I have used these, alongside our own school tracking formats, to inform discussions with both the SLT & Governing Body, & to help to shape future strategic planning for the use of the Pupil Premium Grant (PPG) at Norwood Primary School.

<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2014-2015	£51,597
2015-2016	£57,060
2016-2017	

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
<u>Percentage of FSM pupils:</u>	18%	20%	19%
Number of FSM pupils eligible for the Pupil Premium:	38	42	38
Number of looked after pupils eligible for the Pupil Premium:	0	0	0
Number of service chn eligible for the Pupil Premium:	0	0	1
Number of adopted chn eligible for the Pupil Premium:	0	0	0
Total	38	42	39

Norwood – Whole school picture (2013 - 2016)

FSM to Non FSM gap APS- difference between

2.1+	1.1 to 2	0 to 1
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Entry year		2013- APS			2014- APS			2015- APS			2016 (% at expectation or above)		
		Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing
2007	FSM	23.3	26	23.7	26.3	29	29						
	NonFSM	25.5	26.4	24.7	31.6	30.1	29.8						
	Gap	2.2	0.4	1	5.3	1.1	0.8						
2008	FSM	19.7	22	20.3	23.8	25.3	23.2	27.3	28.7	26			
	NonFSM	21	24.3	22.4	25.3	27	25	29.3	30.1	27.6			
	Gap	1.3	2.3	2.1	1.5	2.3	1.8	2	1.4	1.6			
2009	FSM	18.2	19	17.8	21.2	23.2	22.3	26.3	28	25.7	100%	100%	100%
	NonFSM	19.6	21.3	20.2	23	25.5	24.5	25.6	27.9	26.9	91%	91%	91%
	Gap	1.4	2.3	2.4	1.8	2.3	2.2	0.7	0.1	1.2	9%	9%	9%
2010	FSM	15.3	17.6	13.6	17.3	21.4		18.8	23.2	20.6	20%	70%	50%
	NonFSM	16.9	16.2	15.6	18.3	20.4		21.8	23.2	21.6	88%	83%	72%
	Gap	1.6	1.4	2	1	1		3	0	1	-68%	-13%	-22%
2011	FSM	12	10.7	10.7	14.7	17	13	17	17.3	16.3	60%	40%	20%
	NonFSM	12.2	13	11.6	16.6	16.4	15.9	19.9	19.7	19.2	60%	72%	44%
	Gap	0.2	2.3	0.9	1.9	-0.6	2.9	2.9	2.4	2.9	0%	-32%	-24%
2012	FSM				11.6	11.4	10.4	14.4	16.4	13.6	57%	71%	57%
	NonFSM				12.6	12.5	11.1	17.6	16.6	13.9	72%	68%	59%
	Gap				1	1.1	0.7	3.2	0.2	0.3	-15%	3%	-2%
2013	FSM							9	9	7	66%	100%	33%
	NonFSM							11.9	13.3	11.1	85%	77%	81%
	Gap							2.9	4.3	4.1	-19%	23%	-48%
2014	FSM										0%	0%	0%
	NonFSM										62%	62%	55%
	Gap										62%	62%	55%

Reception: Good level of Development (GLD)

All: 77% (30 chn)

FSM: 100% (2 chn)

Non-FSM: 75% (28 chn)

End of KS2 outcomes

<u>Year 6: – July 2016</u>	<u>2016 FSM</u>	<u>2016 Non FSM</u>	<u>Gap FSM v Non</u>	<u>Gap 2014-15</u>	<u>Comments (Contextual information)</u>
Attainment - Expected in Reading	67%	70%	-3%	0%	<p>6/30 Children = 20% PP</p> <p>Of these 8 pupils:</p> <ul style="list-style-type: none"> 66% joined Norwood after their Reception year (50% of the whole PP group joined in Year 3). One pupil's parents split one month prior to the SATs week and has been assessed as 'ability to assess their actual ability in the test affected' His marks have been allocated the code 'CA'. <p><u>Gap analysis</u></p> <ul style="list-style-type: none"> Gap in reading has widened minimally (3% = 1 pupil). There is no gap in pupils achieving the expected standard for writing or maths as PP pupils outperform non-PP pupils. The gap in SPAG has improved significantly. The gap in pupil assessed as writing at 'greater depth' has widened. Gap in pupils achieving the expected standard for Reading, Writing and Maths combined has widened significantly by 9% (3 pupils)
Attainment - Expected or better in Writing	100%	91%	+9%	0%	
Attainment- Greater Depth in writing	50%	62%	-12%	0%	
Attainment - Expected in SPAG	83%	91%	-8%	-19%	
Attainment - Expected in Mathematics	83%	53%	+30%	-8%	
Attainment – Expected in RWM	67%	54%	+13%	+4%	
Attendance	95%	97%	-2%	+1%	
Fixed-term exclusions	NONE	NONE	NONE	NONE	

Progress by year group- % of pupils achieving expected or better

	Year 1					
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exp + 15	0%	58%	0%	65%	0%	79%
Exp + 16	0%	62%	0%	55%	0%	62%
Progress	0%	4%	0%	-10%	0%	-17%

	Year 4					
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exp + 15	40%	66%	40%	63%	40%	68%
Exp + 16	40%	75%	20%	54%	60%	68%
Progress	0%	9%	-20%	-9%	20%	0%

	Year 2					
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exp + 15	33%	76%	33%	69%	33%	80%
Exp + 16	100%	76%	33%	80%	66%	88%
Progress	67%	0%	0%	11%	33%	8%

	Year 5					
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exp + 15	70%	55%	70%	55%	10%	44%
Exp + 16	90%	72%	60%	66%	20%	88%
Progress	20%	17%	-10%	11%	10%	44%

	Year 3					
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exp + 15	57%	54%	28%	27%	42%	63%
Exp + 16	71%	68%	57%	59%	57%	77%
Progress	14%	14%	29%	32%	15%	14%

	Year 6					
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Exp + 15	83%	82%	83%	79%	83%	62%
Exp + 16	83%	95%	100%	91%	100%	91%
Progress	0%	13%	17%	12%	17%	29%

Whole School Tracking 2015-2016:

Phonics Screen:

The pass rate within the Phonics check for 2016 is the highest for 4 years. This is due to the implementation of a guided reading carousel and intensive daily phonics focus. The one pupil premium child is Year 1 passed, giving a 100% pass rate for this group.

The two Pupil Premium pupils that did not pass in Year 1, 100% of these passed the re-take in Year 2. Phonics booster sessions by an experienced TA, adult reading buddies and top up sessions with the Literacy Leader have been identified as the key to their success.

		2012	2013	2014	2015	2016
Year 1	Cohort	6	3	6	3	1
	Number achieving expected standard	3	2	4	1	1
	% school FSM	50	67	67	33	100
	% school non FSM	52	74	70	81	90
	Difference FSM V Non FSM	2	7	3	48	10
	% national FSM	45	57	63	66	
	Difference FSM V Nat. FSM	+5	+10	+4	33	
Year 2 retake	Cohort	N/A	4	2	7	2
	Number achieving expected standard	N/A	4	1	6	2
	% school FSM	N/A	100	50	86	100
	% school non FSM	N/A	50	71	87	83
	Difference FSM V Non FSM	N/A	+50	21	1	17
	% national FSM	N/A	62	60	84	
	Difference FSM V Nat. FSM	N/A	+38	10	+2	

Planning & evaluation outline 2015-2016:

<u>Pupil Premium used to:</u>	<u>Amount allocated to intervention / action (£)</u>	<u>Is this a new or continued activity?</u>	<u>Brief summary of the intervention or action, including details of year groups & pupils involved, & the timescale:</u>	<u>Specific intended outcomes:</u> <i>How will this intervention or action improve achievement for pupils eligible for the Pupil Premium?</i> <i>What will it achieve if successful?</i>	<u>How will this activity be monitored, when & by whom?</u> <u>How will success be evidenced?</u>	<u>Actual impact:</u> <i>What did the action or activity actually achieve?</i> <i>If you plan to repeat this activity, what would you change to improve it next time?</i>
Pastoral Leader (AS)	£9698.40	New	Pastoral leader held a drop in session at the beginning and end of each day for parents to discuss any concerns. She worked with individual pupils delivering intervention programmes based on social and emotional needs. The pastoral leader worked with all year groups and impacted upon 39 pupils. The timescale varied for each pupil based upon their needs.	Provide pupils with an outlet for social and emotional needs. Reduce the impact of issues on learning	Notes on individual children within their Target Tracker record. Anecdotal information from staff members, parents and children.	The majority of pupils felt supported by the pastoral leader and liked the option of a 'drop in' session. Staff members agree that they spent less time sorting out friendship issues.
Experienced teacher in Year group with highest PP proportion (35%)	£12,549.12	New	Experienced teacher working with Year 5 pupils for the morning session, impacting specifically on reading, writing and maths for 24 weeks.	70% of PP cohort to achieve expected standard in reading, writing and maths.	Pupil progress meetings with Leadership team and class teacher. Review of Target Tracker data. Cornerstones assessments. End of year assessments.	Pupil Premium cohort achieving the expected standard at the end of Year 5 was: <ul style="list-style-type: none"> • 20% maths • 90% reading • 60% writing Progress shows that the percentage of pupils achieving the expected level for each of the core subjects increased as follows: <ul style="list-style-type: none"> • Reading 20% • Writing -10% • Maths 10%

<p>HLTA support based in year groups with highest proportion of PP</p>	<p>£17,627</p>	<p>Continued</p>	<p>HLTAs based in Year 2, 5 and 6, providing an additional teaching adult to take groups within the lesson and to boost or fill gaps in knowledge where required. Support focused on English and maths lessons.</p>	<p>70% of PP cohort to achieve expected standard in reading, writing and maths.</p>	<p>Pupil progress meetings with Leadership team and class teacher. Review of Target Tracker data. Cornerstones assessments. End of year assessments.</p>	<p>Pupil Premium cohort achieving the expected standard at the end of Year 5 was:</p> <ul style="list-style-type: none"> • 20% maths • 70% reading • 50% writing
<p>Phonics booster</p>	<p>£4,098.90</p>	<p>Continued</p>	<p>Experienced TA working with small groups and individuals to develop ability to read words through decoding.</p> <p>Timescales vary on the individual but are a maximum of 12 weeks within a block. Each child may be revisited throughout other times of the year to ensure that they have retained new learning.</p> <p>This intervention is aimed at pupils in Reception, Year 1 and Year 2.</p>	<p>Enable those that are below the expected standard to catch up and be able to decode to read and develop a sight vocabulary of high frequency words.</p>	<p>Monitored by the Pupil Premium leader and Literacy leader at the end of a 12 week block.</p> <p>Half termly phonics checks will also be carried out by the literacy leader on a half termly basis.</p> <p>Success:</p> <p>Reception – expected or above in reading Year 1- 100% phonics check Year 2- Phonics retake-100%</p>	<p>100% (2 Reception pupils) achieved the expected level of development for reading and achieved a Good Level of Development overall.</p> <p>100% (one Year 1) pupils passed the phonics check.</p> <p>100% (two Year 2 pupils) passed the phonics check retake.</p>
<p>Better Reading Support Partners</p>	<p>£489.19</p>	<p>New</p>	<p>BRSP trained adult delivering tailored reading activities to Year 5 and 6 pupils for 15 minutes a day for 9 weeks.</p>	<p>Improve pupils' reading age by increasing this beyond the amount of time that has passed during the intervention. Develop pupils' enjoyment of reading, encouraging children's desire to read daily. Develop pupil's sight vocabulary, fluency and comprehension skills.</p>	<p>Reading age on entry and exit from the programme.</p>	<p>4/5 pupils made good progress with their reading age improving by:</p> <ul style="list-style-type: none"> • 21 months • 25 months • 11 months • 9 months <p>One pupil only made 1 month progress. This pupil is dyslexic. Arrangements have been made for a specialist dyslexia teacher to assess this child.</p>

<p>Lunchtime equipment</p>	<p>£1,085</p>	<p>New</p>	<p>Updated lunchtime equipment to provide children with a play focus. Play pals trained to deliver games during lunchtime. Lunch time buddies to support Reception pupils to choose and carry their lunch as well as open packets.</p>	<p>Less behaviour issues at lunchtime. Children ready to learn for the afternoon session- no time wasted discussing issues over flowing from lunchtime.</p>	<p>Governor visits to assess impact. Pupil questionnaire. Review of behaviour diary.</p> <p>Success:</p> <p>At least 90% pupils enjoy lunchtimes. At least 90% of pupils agree that there are enjoyable activities to play at lunchtime.</p>	<p>94% pupils agree that they have enjoyable lunchtimes.</p> <p>92% agree that there are enjoyable activities to play at lunchtimes.</p> <p>Children would like goals on the field for their football games. Children noted that adults do not always deal fully with their friendship issues.</p>
<p>Project X delivery plus training</p>	<p>£2549.45</p>	<p>Continued</p>	<p>Intervention aimed at Year 3 and Year 4 pupils to develop reading ability. Programme is reviewed every 12 weeks but continues until children are on par with their peers.</p>	<p>Pupils' reading age will have progressed quicker that the amount of time passed e.g. 4 months within a 3 month period.</p>	<p>Literacy leader to monitor the progress of the group. Pupil Premium leader to complete reading age tests.</p>	<p>Four Year 3 pupils accessed this intervention for 12 weeks in place of the English lesson and for 24 weeks as a 30 minute intervention. They made 10 months progress on average within a 10 months period. Of these pupils, one made 18 months progress and another made 15 months progress.</p> <p>Four Year 4 pupils accessed this intervention as a 30 minute intervention for 4 days per week for 20 weeks. On average they made 11.5 months progress. Three of these pupils made 16, 13 and 12 months progress.</p>

SPAG booster	£1535.44	Continued	Intervention aimed at Year 6 pupils for 30 weeks. Intervention aimed at Year 5 pupils for 12 weeks. Intervention aimed at Year 3 pupils for 20 weeks.	83 % (5/6 pupils) Y6 pupils will achieve the expected level for SPAG at the end of KS2. 70% Y5 pupils will achieve the expected level within writing at the end of the academic year. Year 3 pupils will achieve expected within writing.	SPAG assessments midway through the year and at the end of the academic year. Termly writing moderation cycles Writing teacher assessment. monitored by the Literacy Leader and Pupil Premium leader.	83% of the pupil premium cohort achieved the expected standard for SPAG at the end of KS2. 50% of the Year 5 PP cohort achieved the expected level for writing. Year 3 before school SPAG booster was variable. The most impact was upon two pupils who attended weekly. PP pupils within this group remained at 'emerging' for writing.
Big Maths	£2,102	New	Intervention aimed at Year 3 and 4 pupils achieving below the expected standard for their year group for 20 weeks.	Pupils' maths age in months with improve greater than the passing of time in months e.g. 5 months progress during 3 months of intervention.	Vernon maths age test before and after the intervention. Monitored by Pupil Premium lead and Maths lead.	Year 3 pupils made 8 months progress on average, with two pupils making 14 months progress. Year 4 pupils made 8 months progress on average, with one pupil making 24 months progress.
Funding towards educational visits, swimming and clubs	£172.80	Continued	Enable all pupils to access extra-curricular activities.	Boost children's self esteem and confidence.	All pupils in every year group access the trips and visitors that are planned to enhance the curriculum. Cost is not a hindrance to pupils who would like to access clubs.	All pupils in all year groups have accessed the trips and visitors that are planned to enhance the curriculum. Discussions with pupils show that they are able to access clubs that they are interested in joining.
Additional swimming lessons	£60	New	Additional swimming lessons during the Summer holidays offered by local pool for pupils who could not swim 25 metres after a term of curriculum swimming.	Children to be able to swim 25 metres.	Feedback from pool teaching staff.	100% pupils attending the addition sessions made progress with swimming. 80% can now swim a length of the pool unaided.

Library revamp	£1,200	New	New reading area implemented to provide a mock living room with books selected by children at a local bookshop. Books can be checked in and out by children using a simple signing in and out book.	Increase pupil enjoyment of reading.	Signing in and out book within reading area. Discussions with pupils.	100% pupils enjoyed travelling to Waterstones to purchase books. They have taken control of the area and are managing the loan system well. All books have been borrowed and there is a waiting list for each of them.
ECAT training and supply cover	£1000	New	Training needs identified due to an increasing percentage of pupils entering the foundation stage with communication below the expected standard for their age. % days direct training for the class teacher and monitoring from the local authority.	Develop pupil communication to be in line with their age.	Monitored by ECAT trainer at the Local Authority.	Four pupils were monitored directly through this intervention. All were identified as working below expectation at the beginning of the programme. At the end of the programme, 75% pupils achieved within the expected or better banding. One pupil exceeded expectation and one remained below. The pupil that remained below expectation made two bands progress from communicating at the level of a 24 month old child to a 4 year old child.

<p>Action Leadership training</p>	<p>£200</p>	<p>New</p>	<p>Read Write Inc leadership training to develop delivery of the Language and Literacy programme within our school.</p>	<p>Ensure that the programme is delivered well and pupils' make progress.</p>	<p>Monitored by Pupil Premium Leader and Literacy Leader. Lesson observations and whole staff training-masterclasses.</p>	<p>Positive parts of the programme have been vocabulary, grammar focus and the building blocks towards writing. Observations have shown that pupils do not have opportunities to write for long periods and English learning is quite disjointed from the rest of the curriculum. Whole staff training has been tailored in the Summer term to develop staff knowledge of grammatical terminology. Moving forwards, we have altered our approach towards teacher led planning around the science and history curriculum to give children a purpose for writing, whilst keeping the positive approach towards grammar, vocabulary and the writing process.</p>
<p><u>TOTAL:</u></p>	<p>54367.30</p>					

Governors' knowledge & awareness:

1. Have leaders & governors considered research & reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood & shared rationale for how this money is spent & what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured & reported to governors & parents via the school's website?
5. If this funding is combined with other resources, can governors isolate & check on the impact of the funding & ascertain the difference it is making?
6. Do governors know whether leaders & managers are checking that the actions are working & are of suitable quality?

Leaders & managers' actions:

1. Do the school's improvement / action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?
 - give an overview of the actions to be taken?
 - give a summary of the expected outcomes?
 - identify ways of monitoring the effectiveness of these actions as they are ongoing & note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action & what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
4. How do governors keep an ongoing check on these actions & ask pertinent questions about progress ahead of any summary evaluations?
5. Are the progress & outcomes of eligible pupils identified & analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils & other pupils is closing?

Pupils' progress & attainment:

1. Does the summary report of RAISE online show that there are any gaps in performance between pupils who are eligible for free school meals & those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress & attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium & those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
4. Is the school tracking the attendance, punctuality & behaviour (particularly exclusions) of this group & taking action to address any differences?

Overall, will governors know & be able to intervene quickly if outcomes are not improving in the way that they want them to?