

South Molton United Church of England Primary School School's Pupil Premium Profile 2016-17

Total number of pupils in the school	148
Number of PP-eligible pupils:	41
Amount per pupil:	Approx £1320
Total pupil premium budget:	£66,424 2015-16
Evidence of school performance	

<p>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</p>	<p>Last Ofsted Report November 2012</p> <p>“The achievement of pupils in receipt of support from the pupil premium is very similar to that of their peers in school, and better in some cases.”</p> <p>“The governing body has been involved in strategic decision making, for example in agreeing changes to the deployment of staff, and in the spending of the pupil premium which has been used effectively and appropriately, for example to provide additional small group support for those pupils who need it.”</p> <p>A Local Authority Monitoring Report (December 2015) Noted</p> <ul style="list-style-type: none">• The achievement of disadvantaged pupils is good• Strengths:• In 2015, at Level 4 and above in reading, writing and mathematics there is a three year trend of closing the attainment gaps• The school’s most recent assessment information indicates that attainment gaps continue to close in all year groups• Key challenges:• Accelerate progress for disadvantaged pupils so that the proportion of pupils making better than expected progress is in line with the 2016 national figure• Raise attainment for more able disadvantaged pupils so that it is broadly in line with similar pupils nationally.
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Summary of school's performance data:

School Performance data shows that attainment gaps are closing within school and against national as a result of the impact of pupil premium spending to close gaps and improve outcomes for children entitled to pupil premium.

- **Attainment in reading, writing and maths at level 4+ has increased year on year from 50% in 2013 to 71% in 2015.**
- **Attainment in reading at level 4+ has increased year on year from 59% in 2012 to 86% in 2015.**
- **Attainment in writing at level 4+ has increased year on years from 50% in 2013 to 86% in 2015.**
- **Attainment in maths at level 4+ has fluctuated in the last four years, but attainment at level 4+ rose from 60% in 2014 to 79% in 2015.**
- **Attainment in GPS at level 4+ has risen year on year from 0% in 2013 to 64% in 2015.**

- **Progress data shows that 2LP in reading has improved year on year from 50% in 2013 to 85% in 2015.**
- **2LP in writing has improved year on year since 2013 from 50% to 100% in 2015.**
- **2LP in maths has fluctuated but improved from 67% in 2014 to 85% in 2015.**
- **Attainment Gaps between disadvantaged pupils and other pupils have closed in the last year both within school and against the national.**
- **In reading, writing and maths at level 4 the within school gap has steadily fallen from 34% to 7%. The gap against national has fallen from 31% to approximately 12% (against 2014 national)**
- **In maths the gap within school has been broadly similar in 2013, 2014 and 2015 at around 16%. However, in 2015 the proportion of disadvantaged pupils attaining level 4+ in maths was the highest it has been and level 5 attainment was 37%. The gap between the school's disadvantaged pupils and national fell from 27% to 11% (against 2014 national)**
- **In reading the within school gap was eliminated with a greater proportion of disadvantaged pupils attaining level 4+ than other pupils. More significantly, the proportion of disadvantaged pupils attaining level 4+ in reading rose by 17% to 86%, meaning the gap with national was reduced from 23% in 2014 to 6% in 2015.**
- **In writing the within school gap has narrowed year on year from 38% in 2013 to 1% in 2015. The gap with national has also narrowed from 37% in 2013 to 3% in 2015.**
- **Progress gaps have also narrowed within school and against national.**
- **In reading the proportion of disadvantaged pupils making at least expected progress increased by 10%, in writing by 12% and in maths by 16%.**
- **Based on provisional 2016 Data (12 children): 50% of PP children attained EXS in reading, 50% in maths, 58% in GPS and 33% in writing with 25% attaining EXS in R+W+M combined. The progress measure for PP group was -2.81 in reading (+1.57 if three children who did not sit the test are not included), -3.88 in maths (-0.97 if two children who did not sit the test are not included) and - 5.12 in writing (-1.7 if three children at pre KS are not included).**

SUMMARY OF 2017 END OF KS2 DATA FOR DISADVANTAGED CHILDREN

COHORT OF 15 CHILDREN

	R+W+M COMBINED	READING	WRITING	MATHS	SPAG
ATTAINMENT	47% EXS+	53% EXS+ 0% GDS	67% EXS+ 20% GDS	73% EXS+ 0% GDS	60% EXS 21% GDS
PROGRESS	N/A	-1.63 NPP = -1.01	+2.10 NPP =+ 2.35	+0.23 NPP =-1.21	N/A

All figures at EXS+ represent an improvement on the previous academic year and all of the progress measures show and improvement.

SUMMARY OF 2017 EYFS DATA FOR DISADVANTAGED CHILDREN

50% of Disadvantaged children achieved a good level of development.

75% of disadvantaged children achieved Expected or better in reading. 25% achieved Exceeding

75% of disadvantaged children achieved Expected or better in maths. 25% achieved Exceeding

50% of disadvantaged children achieved Expected or better in writing. 25% achieved Exceeding

Focus	Barriers to Learning	Pupil Premium Use and Amount Allocated	Chosen Strategies	Success Criteria	How impact is measured	Impact
Reading	<p>Lack of engagement in reading.</p> <p>Low prior reading attainment</p> <p>Lack of confidence with reading</p> <p>Limited vocabulary</p>	<p>Continue Accelerated Reader Subscription £6056.70 over 5 years (£1212 p.a)</p>	<p>Accelerated Reader used to motivate, encourage, support and engage pupils to read more widely and to enable staff to monitor quality and depth of reading. Last academic year, this disproportionately benefited PP children.</p>	<p>90%+ of PP children to see their reading age increase by more than their actual age thus narrowing attainment gap.</p> <p>90%+ of PP children to improve their percentile rank against the national thus narrowing attainment gaps.</p>	<p>STAR Reader Test four or five times per year to monitor impact on standardised reading ages and percentile ranks.</p> <p>Regular monitoring of reading habits on Accelerated Reader.</p>	<p>Average improvement in reading age of PP children was 13.30 months from September to July.</p> <p>Average increase in Percentile Rank of PP children was 12.33, meaning average PR for PP group rose from 37 to 50 over the course of the year.</p> <p>61% of PP increased reading age by more than time elapsed and 92% made some progress with reading age.</p> <p>PP attainment at EXS+ in year 6 was 53% compared to 50% in 2016.</p> <p>PP progress was -1.70 in 2017 compared to -2.17 in 2016.</p>
Reading	<p>Lack of engagement in reading.</p> <p>Low prior reading attainment</p> <p>Lack of confidence with</p>	<p>Proportion (30%) of Devon Schools Library Service Subscription</p> <p>£900 per year based on percentage of Pupil Premium Children</p>	<p>Devon Schools Library Service to provide high quality, rich texts to inspire reading.</p>	<p>Regular use of high quality, rich texts in guided reading and independent reading.</p> <p>Monitoring of reading shows children reading</p>	<p>Monitoring of guided reading, through GR task books and independent reading from Accelerated Reader.</p>	<p>Range of reading undertaken and observations of guided reading show wide range of challenging texts being used and high levels of engagement.</p> <p>36 pupils successfully quizzed on 1208 books during school year.</p>

	reading Limited vocabulary			more widely.		All classes had an average engaged time of 14 minutes or more per day.
Reading	Low prior reading attainment Lack of confidence with reading	Proportion of salary:	Daily targeted reading interventions for pupils who have identified needs.	All children in interventions to improve their word reading age by more than the time elapsed as measured by SALFORD Reading Test and STAR reader test. Assessments show increased reading skills and confidence.	Termly Salford Reading Age Tests STAR Reader Test 4 or 5 times per year.	Two PP pupils showed an average increase of 14 months in the time elapsed between January and June. 13/16 children (81%) made better than expected progress with all making some progress. Observations shows individuals reading with much greater confidence and skill.
Reading	Lack of confidence with reading Limited vocabulary	Proportion of TA budget as all TAs timetabled to maximise number of children reading with adults for guided reading.	Additional Guided Reading Sessions for children identified as needing it to improve their reading attainment and narrow gaps.	Assessment Data to show that outcomes for children in receipt of PP funding to be improving and in school progress and attainment gaps to be narrowing rapidly.	STAR Reader Test 4 or 5 times per year. Termly reading progress tests and teacher assessment.	See data above. Internal school data shows increase in proportion of children in year 4 who are PP working at EXS or above having risen from 50% at end of year 3 to 74% at end of year 4.
Reading	High/Middle Prior Attainment in Reading	HLTA and Additional Teacher timetabled to provide groups. 2 hours per day.	Target Guided Reading Sessions for Higher Attainers and Middle Attainers. Use of Accelerated Reader to support high quality independent reading.	Assessment Data to show that the proportion of PP children attaining above EXS is increasing by at least 15% in each year group.	STAR Reader Test 4 or 5 times per year. Termly reading progress tests and teacher assessment.	Improvements in proportions working at GDS and EXS across year groups.
READING,		Proportion of Subject	Subject Leaders for English and	Monitoring to show	Monitoring Calendar	Combined attainment was 47%

WRITING AND MATHS		Leader Release Time 12 days per annum: £1950	Maths to monitor PP outcomes and provision through the year.	good teaching and positive impact of actions on PP attainment and progress.		which was an increase of 22% at combined from 2016 with a weaker on entry group. Across the school internal data shows improving trend of PP attainment. E.g. Year 4 maths rising from 13% to 68%. Year 6 Writing rising from 25% to 64%.
READING, WRITING AND MATHS	Low Prior Attainment Lack of confidence Key skills not secure	TAs to work in year 3/4 class to support individuals and small groups in receipt of PP.	TA to provide in class and pre teaching and post teaching catch up support to pupils in year 3/4 class.	Monitoring to show positive impact of TA provision on outcomes for individual pupils and small groups.	Data analysis and monitoring.	Impact shown in improvements in PP performance, particularly evident in year 4. Reading at EXS up from 50% to 74%, writing up from 27% to 58% and maths up from 13% to 68%.
Maths	Low prior attainment Lack of confidence n maths Reluctance to ask for help Gaps in previous learning	1.5 hours per week of teacher led intervention with pupils in year 6. £1575 p.a.	3 x 30 minute teacher led small group maths intervention aimed predominately at PP children to build their confidence in maths and address gaps in previous learning.	Assessment data to show that children in intervention are rapidly moving towards the expected standard in maths.	Half Termly assessment analysis.	Maths in Year 6 improved from 42% at EXS in September to 71% in KS2 SATS. No in school gap. 73% of PP group in year 6 achieved EXS+ which was an increase of 23% on 2016. Progress in maths for PP group was +0.37, an increase from -3.13 in 2016.
Maths	High Attainers Providing additional challenge in the curriculum and time to explore concepts in greater depth.	After School Booster Group for Year 6 5 PP children targeted	1 hour HA booster group led by teacher to develop children's understanding of more challenging concepts and accuracy.	Assessment data to show proportion of PP children on track to exceed national standard increasing.	Half termly assessments Half Termly Pupil Progress meetings.	Two PP children in year 6 had scaled scores of 108 or 109, so no pupils achieved high score. Two pupils were teacher assessed as working at GDS.

Maths	<p>Low confidence</p> <p>Weak mental maths skills</p> <p>Insecure understanding of key concepts</p> <p>Gaps in previous learning</p>	Proportion of TA budget (30%)	<p>Teaching assistants used to provide pre-teaching and post teaching catch up to enable pupils to work at the expected standard.</p> <p>Targeted interventions for pupils not yet working at the expected standard.</p>	<p>Assessment data to show pupils in receipt of PP rapidly narrowing gaps and moving towards the national standard.</p> <p>Observations and book scrutinies to show PP children improving key skills and making good progress.</p>	<p>Half termly assessments</p> <p>Half Termly Pupil Progress meetings.</p>	<p>Improvements as outlined above in different year groups.</p>
Maths	<p>Low confidence</p> <p>Weak mental maths skills</p> <p>Insecure understanding of key concepts</p> <p>Gaps in previous learning</p>	<p>Mathletics subscription</p> <p>£750 per annum</p>	Subscription to Mathletics to provide high quality homework tasks and in class work as well as motivating children.	Data from Mathletics to show high usage amongst PP children and greater engagement with maths homework.	<p>Half Termly Assessments</p> <p>Half Termly Pupil Progress meetings.</p>	<p>Impact of MATHLETICS not fully measured due to lack of monitoring. This is a focus for the new school year.</p>
Writing	Middle and High Prior Attainers	Weekly 2 hour extended writing session by teacher	Targeted small group extended writing to focus on middle attainers and then high attainers to work at EXS and then GDS.	Assessment data and Book Scrutinies to show children making rapid progress towards achieving EXS and GDS.	<p>Half Termly Assessments</p> <p>Half Termly Book Scrutiny</p>	<p>Year 6 data shows very significant improvements in attainment on last year. Up 42% at EXS and up 21% at GDS.</p> <p>Progress within in year was very strong with attainment for PP group rising from 0 – 21% at GDS and from 25% to 67% at EXS or better.</p>

						Progress for group was +1.09.
Writing and Grammar, Spelling and Punctuation	Gaps in previous learning Weak spelling skills Limited Vocabulary	Proportion of TA budget (30%)	Teaching assistants used to provide pre-teaching and post teaching catch up to enable pupils to work at the expected standard. Interventions where needed for spelling as this holds back writing.	Assessment data to show pupils in receipt of PP rapidly narrowing gaps and moving towards the national standard. Observations and book scrutinies to show PP children improving key skills and making good progress.	Half termly assessments Half Termly Pupil Progress meetings.	High score attainment was significantly improved with 21% of PP group achieving this. 50% of group were level 1 in writing on entry and 57% achieved EXS or better in SPAG.
FOUNDATION STAGE	Limited Vocabulary and Delayed Speech	Infant Language Link Speech Link	Used to accurately diagnoses speech and vocabulary needs and put in place programme of support as required.	Data from programme to show good progress. Observations and assessments to show impact of work based on diagnostics.	Half termly reviews with SENCO. Ongoing observations.	One pupil increased percentile rank from 6 to over 50 within the year. Also achieved GLD from very low start point.
FOUNDATION STAGE	Low Baseline Attainment in Reading and Early Writing	1:1 Time with teacher Release by TA 3 hours p.w. £1216	TA support (2 hours p.w.) to go into class during continuous provision times to allow teacher to work with target children.	Ongoing observations show narrowing of gaps. Monitoring of reading, writing and maths through observations and assessment.	Pupil Progress Meetings Ongoing observations.	All PP children in the school from before Christmas achieved reading at Expected. 50% of PP children achieved GLD. Rising to 66% of those who were here for more than one term.
Pastoral and Behaviour for Learning	Low self esteem and lack of confidence Difficulties self regulating Lack of engagement in	TA Pastoral Support 4 hours per week £1824	4 hours per week of support from THRIVE trained TA to support children to self regulate and improve behaviour for learning, thus	Supported children show greater self regulation, confidence and improved behaviour for learning, leading to	Monitoring of pupil outcomes. Pupil Progress meetings.	Significant impact with 4 children in particular in keeping them engaged and supporting them through challenges at home.

	school Lack of resilience	South West Family Support	improving outcomes. 3 hours per week of work with Family Support worker, supporting individuals and groups and working with parents.	positive impact on pupil attainment outcomes. Supported children show greater engagement with school, more confidence and better self regulation, leading to improved outcomes.		SWFS ended in November due to sudden bankruptcy of charity.
Pastoral and Behaviour for Learning	Low self esteem and lack of confidence Difficulties self regulating Lack of engagement in school Lack of resilience	£200 to subsidise cost of Year 6 Residential Trip for 2 pupils.		Increased confidence and self esteem.	Behaviour for learning skills to show development.	Improved engagement of pupils evident through the school year. Improved academic outcomes and good progress for both children.

Evaluating impact

A termly review of the impact of Pupil Premium Spending by Governors and the Headteacher will take place. These will take place once termly assessment data has been analysed.

1st Review Scheduled - 18th January 2017 - completed

2nd Review Scheduled - 28th April 2017 - completed

Final Review Scheduled (Using end of KS2 outcomes and EYFS data) - Week commencing Monday 10th July 2017 - completed October 2017