

South Molton United Church of England Junior School School's Pupil Premium Profile 2015-16

Total number of pupils in the school	157
Number of PP-eligible pupils:	41 (26%)
Amount per pupil:	Approx £1320
Total pupil premium budget:	£66,424 2015-16

Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<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 (July 2015) Noted</p> <ul style="list-style-type: none"> • The achievement of disadvantaged pupils is good <p>Strengths:</p> <ul style="list-style-type: none"> • The percentage of disadvantaged pupils attaining Level 4 in reading, writing and mathematics has risen sharply so that it is above the similar group nationally • The school has successfully narrowed the gap when compared with other pupils nationally <p>Key challenges:</p> <ul style="list-style-type: none"> • Raise the percentage of disadvantaged pupils attaining the higher levels at the end of each year group
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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%.
- Within the school disadvantaged pupils made progress broadly similar to their peers and better to their peers. However, there were some inconsistencies in some year groups and subjects. For example in year 3 and 4 in reading disadvantaged pupils made better progress than their peers, but in years 5 and 6 they made less. In maths disadvantaged pupils progress was weaker than their peers in year 3, 4 and 5, but better in year 6.
- Provisional 2016 DATA shows: 46% of PP children attained EXS in reading (59% NPP), 54% of PP children attained EXS in Maths (50% NPP), 61.5% of PP children attained EXS in GAPS (46% NPP) and 31% of PP children attained EXS in writing (57% NPP).
- Progress for PP group was broadly in line with whole school figures: Reading ALL: -2.7, PP -2.81, (+1.57 if three children who did not sit the test are not included). MATHS ALL: -3.5PP -3.88, (-0.96 if two children who did not sit the test are not included). Writing ALL: -4.2, PP -5.12, (-1.7 if three children at pre KS are not included)

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>	Continue Accelerated Reader Subscription £6056.70 over 5 years (£1212 p.a)	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>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>82% of PP children increased their reading age in line with or greater than their actual age.</p> <p>59% 11 months or more</p> <p>23% 9 or 10 months</p> <p>Only 5% of children did not improve their reading age.</p> <p>Over 10 months average growth in PP children's reading age was 13.61 months.</p> <p>PP children average improvement in percentile rank was 12.14</p> <p>87% of pupils maintained or improved their percentile rank.</p> <p>79% improved</p> <p>8% maintained.</p>
Reading	<p>Lack of engagement in reading.</p> <p>Low prior reading</p>	Proportion (30%) of Devon Schools Library Service Subscription	Devon Schools Library Service to provide high quality, rich texts to inspire reading.	Regular use of high quality, rich texts in guided reading and	Monitoring of guided reading, through GR task books and independent reading from	Observations show greater engagement in reading and AR data supports the impact of this.

	<p>attainment</p> <p>Lack of confidence with reading</p> <p>Limited vocabulary</p>	<p>£900 per year based on percentage of Pupil Premium Children</p>		<p>independent reading.</p> <p>Monitoring of reading shows children reading more widely.</p>	<p>Accelerated Reader.</p>	<p>For example 90% of PP pupils in year 5 improved their reading ages by over 15 months over a 10 month period.</p>
Reading	<p>Low prior reading attainment</p> <p>Lack of confidence with reading</p>	<p>Phonics Interventions by HLTAs.</p> <p>Proportion of salary: £9822</p>	<p>Daily targeted phonics interventions for pupils who have low prior attainment in reading and or spelling and have identified needs.</p>	<p>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.</p> <p>Assessments show increased reading skills and confidence.</p>	<p>Termly Salford Reading Age Tests</p> <p>STAR Reader Test 4 or 5 times per year.</p>	<p>In Year 5/6 all of the children who have had additional before or after school reading have made expected or better progress. 91% have made better than expected thus narrowing the gap or even eliminating the gap between their word reading age and their actual age.</p> <p>For the children in years 4 and 5 who have had phonics interventions 9/13 (70%) have made expected or better progress in their reading age. Those who haven't, have made some progress, but not as much as the time elapsed.</p> <p>For the children in year 3 who have had phonics interventions and additional reading all have made more than expected progress with 100% showing an</p>

						increase in their reading age of double the time elapsed.
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.	<p>82% of PP children increased their reading age in line with or greater than their actual age.</p> <p>59% 11 months or more</p> <p>23% 9 or 10 months</p> <p>Only 5% of children did not improve their reading age.</p> <p>Over 10 months average growth in PP children's reading age was 13.61 months.</p> <p>PP children average improvement in percentile rank was 12.14</p> <p>87% of pupils maintained or improved their percentile rank.</p> <p>79% improved</p> <p>8% maintained.</p> <p>Year 6 PP: September 25% ARE – July 50% ARE</p> <p>Year 5 September 42% ARE – July 55% ARE</p> <p>Year 4 September 40% ARE –</p>

						<p>July 80% ARE</p> <p>Year 3 December 9% ARE – July 42% ARE</p>
READING, WRITING AND MATHS	<p>Low prior attainment</p> <p>Lack of confidence in one or more subjects</p> <p>Attainment not at the expected standard in one or more subjects</p>	<p>6 hours of TA support before/after school per week to work on 1:2 basis with PP children supporting them with homework and providing pre-teaching and post teaching.</p>	<p>2 x 30 minute sessions with TA to provide pre-teaching and post teaching catch up for PP children to support them to meet and exceed the expected standard in reading, writing and maths.</p>	<p>Assessment Data analysis to show that pupils are making good progress towards working at or exceeding the expected standards in reading, writing and maths.</p>	<p>Pupil Progress Meetings half termly.</p> <p>Monitoring of impact of sessions, through observations, book scrutinies and assessment analysis.</p>	<p>64% of pupils who had additional reading after school/before school made better than expected progress in reading age.</p> <p>79% of pupils who had additional reading before/after school improved their percentile rank (i.e. improved relative to all other users nationally)</p>
READING, WRITING AND MATHS		<p>Proportion of Subject Leader Release Time</p> <p>12 days per annum: £1950</p>	<p>Subject Leaders for English and Maths to monitor PP outcomes and provision through the year.</p>	<p>Monitoring to show good teaching and positive impact of actions on PP attainment and progress.</p>	<p>Monitoring Calendar</p>	<p>Subject Leaders have a clear overview of attainment and progress of PP children and impact of work to develop quality of teaching.</p>
READING, WRITING AND MATHS	<p>Low Prior Attainment</p> <p>Lack of confidence</p> <p>Key skills not secure</p>	<p>TA to work in year 3/4 class to support individuals and small groups in receipt of PP.</p> <p>£5403</p>	<p>TA to provide in class and pre teaching and post teaching catch up support to pupils in year 3/4 class.</p>	<p>Monitoring to show positive impact of TA provision on outcomes for individual pupils and small groups.</p>	<p>Data analysis and monitoring.</p>	<p>Year 6 Maths September 17% ARE – July 50% ARE</p> <p>Year 6 Writing September 8% ARE – July 33% ARE</p> <p>Year 4 Writing September 40% ARE – July 80% ARE</p> <p>Year 4 Maths September 40% ARE – July 60% ARE</p>

Maths	<p>Low prior attainment</p> <p>Lack of confidence in maths</p> <p>Reluctance to ask for help</p> <p>Gaps in previous learning</p>	<p>1.5 hours per week of teacher led intervention with pupils in year 6.</p> <p>£1575 p.a.</p>	<p>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.</p>	<p>Assessment data to show that children in intervention are rapidly moving towards the expected standard in maths.</p>	<p>Half Termly assessment analysis.</p>	<p>Year 6 Maths September 17% ARE – July 50% ARE</p> <p>1 pupil KS1 W achieved expected standard.</p> <p>57% of pupils in this group achieved expected.</p>
Maths	<p>High Attainers</p> <p>Providing additional challenge in the curriculum and time to explore concepts in greater depth.</p> <p>Middle Attainers</p> <p>Lack of confidence and gaps in previous learning</p>	<p>£3990 pa</p>	<p>3 hours of targeted interventions taught by ex secondary maths teacher for years 5 and 6 following the curriculum in a pre-teach and post teach model.</p> <p>2 hours aimed at high attainers in years 5 and 6.</p> <p>1 hour aimed exclusively at middle/lower attaining PP children in year 6.</p>	<p>Assessment data to show proportion of PP children on track to exceed national standard increasing.</p> <p>Assessment data shows the proportion of pupils in year six working at the expected standard increasing and attainment gaps narrowing.</p>	<p>Half termly assessments</p> <p>Half Termly Pupil Progress meetings.</p>	<p>No measure for high attainers in maths.</p> <p>Year 6 Maths September 17% ARE – July 50% ARE</p> <p>1 pupil KS1 W achieved expected standard.</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>Proportion of TA budget (30%)</p>	<p>Teaching assistants used to provide pre-teaching and post teaching catch up to enable pupils to work 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</p>	<p>Half termly assessments</p> <p>Half Termly Pupil Progress meetings.</p>	<p>Book scrutinies and observations show greater engagement in maths.</p> <p>Pre and Post Teaching observations show children are being taught skills needed.</p>

				progress.		
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>	<p>Subscription to Mathletics to provide high quality homework tasks and in class work as well as motivating children.</p>	<p>Data from Mathletics to show high usage amongst PP children and greater engagement with maths homework.</p>	<p>Half Termly Assessments</p> <p>Half Termly Pupil Progress meetings.</p>	<p>Children enjoy using this. Needs to be greater structure and monitoring of use to fully evaluate.</p>
Writing and Grammar, Spelling and Punctuation	<p>Gaps in previous learning</p> <p>Weak spelling skills</p> <p>Limited Vocabulary</p>	<p>Proportion of TA budget (30%)</p>	<p>Teaching assistants used to provide pre-teaching and post teaching catch up to enable pupils to work 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>50% of PP pupils achieved expected against 54% of all pupils in school.</p> <p>Observations and book scrutinies show gaps within school are narrowing and improving spelling for majority of PP children.</p>
Pastoral and Behaviour for Learning	<p>Low self esteem and lack of confidence</p> <p>Difficulties self regulating</p> <p>Lack of engagement in school</p> <p>Lack of resilience</p>	<p>TA Pastoral Support</p> <p>4 hours per week £1824</p> <p>South West Family</p>	<p>4 hours per week of support from THRIVE trained TA to support children to self regulate and improve behaviour for learning, thus improving outcomes.</p>	<p>Supported children show greater self regulation, confidence and improved behaviour for learning, leading to positive impact on pupil attainment outcomes.</p> <p>Supported children</p>	<p>Monitoring of pupil outcomes.</p> <p>Pupil Progress meetings.</p>	<p>No fixed term exclusions in 2015-16.</p> <p>Observations and visit notes show improved behaviour. Visit note from School Advisor Jan 16</p> <p>“ In all classrooms, the climate for learning is very positive: pupils’ learning behaviours and attitudes are consistently good and impact positively on learning in the lesson</p>

		Support	4 hours per week of work with Family Support worker, supporting individuals and groups and working with parents.	show greater engagement with school, more confidence and better self regulation, leading to improved outcomes.		and the progress made.”
Pastoral and Behaviour for Learning	Low self esteem and lack of confidence Difficulties self regulating Lack of engagement in school Lack of resilience	24 hours of Educational Psychologist Time £1900	Additional Educational Psychologist Time purchased to provide diagnostic information and support for pupils in receipt of PP.	Greater understanding of individual needs and therefore better targeting of resources, leading to improved outcomes.	Monitoring of pupil outcomes. Pupil Progress meetings.	Resilience project run with TAs and SENCO, which is used across the school. Improved attitudes to learning evident through observations and pupil dialogues.
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.	Very successful trips for both pupils as evidenced by dialogues with pupils and staff.