

St Peter's Pupil Premium Statement 2015-16

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll	390
Total number of pupils eligible for PPG	75
Amount of PPG received per pupil	£1320
Total amount of PPG received	£99000

Provision	Cost	Target	Impact July 2016
1:1 Counselling to support pupils' well-being and attitude to learning. This is equivalent of one day per week with a fully trained counsellor involving 8-9 children each week. For some it is over a few weeks and others just 1-2 sessions	£5952.00	For all children seen to have the self-confidence to succeed. Progress of those seen to be at least at the expected rate	Progress as good as rest
ELSA room: 1:1 and small group support for pupils to develop a positive attitude to learning. This includes play therapy, draw and talk which will improve social and emotional well-being. Led by a trained TA	£7075.40	Encouraging children to talk more about their feelings, to develop better social skills	Children seen have been from year 2 upwards Behaviour for learning, Emotional well-being, attendance, progress improved for most
School resources to ensure all disadvantaged pupils can attend the YRs 2,4 & 6 School Journeys	£2750.00	Ensure that all PPG children attend the relevant school journeys. Social skills	13x year 6 14x year 4 16x year 2 All attended and supported children's well being

Burnet News Club	£1000.00	Children have the confidence to talk about national and international issues	Nominated for club of the year with two staff attending Buckingham Palace for the awards
SENCO dedicated time	£8056.50	Supporting a range of pupils' needs across the school. An extra 1 day of SENCO has been provided to focus specifically on those children who are both SEN/FSM as this is where the biggest gap is. Support includes training of TA's and specific support with parents/children/outside agencies	More children have been focussed on in terms of 'digging down' to find the issues concerned.
Music lessons	£1000.00	Instrument tuition to develop musical skills which are transferable to other subjects such as concentration, self-discipline and determination.	More PP children continuing to learn instruments after the compulsory year.
Office time and EWO support	£6000	School has bought in extra sessions of EWO support for those parents/children having difficulties, filling in of CAF forms, meeting those whose attendance is poor	Attendance for Pupil Premium children at least in line with others
Early morning mathematics/literacy	£2500	Supporting children in their mathematical and literacy development. Identified children in all KS2 year groups who are under-achieving	Improved confidence, progress and attainment
Staff training	£1800	Four teachers and six TA's to attend two day RWI training	Phonics results up to 86% in year 1 and 100% for year 2 re-takes.

Talking Partners	£4569	Provision of Speech and Language support for eligible pupils to enable them to access all curriculum areas successfully.	The majority of children have made good progress and it is impacting on learning in the classroom
Day trips/visits/visitors	£3700	Enabling children to attend visits all trips and visits that they are entitled to. Also to attend shows both in school and out of school.	Support learning within class, emotional well-being, equality of opportunity
Breakfast club and after school club	£8350	Discounted and free places for children where families need support both financially and emotionally	Emotional well-being, engagement, equality of opportunity
TA support for Maths / Reading / Writing and phonics	£42,765	Small group and 1-1 support focussing on specific requirements for identified children across the school. This is planned by year groups following analysis of data and non-negotiables This work includes post lesson learning (preparation for next session) Main target is to increase progress in line with others.	See data

£95517.90

Outcomes for Pupils at end of 2015-16

Year 1 Phonics Screening Check

% achieving GLD in 2015	% achieving expected score Phonics Test 2016 National (81%) Croydon 79%	% achieving expected score Phonics Test 2015 National (77%) Croydon 76%	% achieving expected Phonics score Phonics Test 2014 National (74%) Croydon 75%
73%	86%	83%	51%

RWI is continuing to have a positive impact on the attainment of Y1 children in their ability to decode words. The RWI co-ordinator in school has analysed where mistakes were made and has identified a sound which is not taught in the RWI programme (dge), yet appeared in the test. This sound will now be incorporated into our phonics teaching. Following our T & L review by Octavo, it was also felt that the staff needed to move around in order that the teaching (& staff) retained the excitement and enthusiasm that had been present when we first introduced the programme.

Year 2 –phonic screening check retakes

100% of those retested passed in year 2 –this was then later found that 2 more pupils should have been tested as they were new to the school and had missing scores from Y1. It was expected that these pupils would have passed.

Key Stage 1 assessments

The outcomes were as follows:

Test (national)local	% EXS	% GDS	PPG %
Reading	76%(75%)76%	20%(24%)27%	69%(60%)67%
Writing	68%(66%)69%	15%(13%)15%	54%(50%)58%
Mathematics	73%(73%)74%	14%(18%)21%	62%(58%)63%

Reading

There was not a significant difference between the attainment of boys/girls (81%/77%) working at the expected standard or above although the attainment of PPG children (13 children) was 69.2%.

Writing

There was not a significant difference between the attainment of boys/girls (71%/69%) working at the expected standard or above although the attainment of PPG children was significantly below this figure at 53.8%.

Maths

There was not a significant difference between the attainment of boys/girls (75%/76%) working at the expected standard or above although the attainment of PPG children was significantly below this figure at 61.5%.

In order to close the gap between PPG children and their peers, teachers will continue to monitor their progress carefully & ensure that home/school agreements are returned and understood; time given in school for homework tasks to be completed; time given in school for individual reading; guided reading sessions to engage PPG children.

Key Stage 2 Provisional assessment Results 2016

Context

43% Pupil Premium

7% with Health and Care Plan (both have gone to a special school within the authority and neither sat any of the tests).

The outcomes were as follows:

Test	EXS + 2016 School(National) Croydon	Above expected levels School(National)Croydon
RWM (combined)	57% (53%) 54%	3% (5%) 6%
Reading	73% (66%) 65%	23% (19%) 17%
Writing	70% (74%) 76%	20% (15%) 15%
GPS	77% (72%)74%	30% (22%) 25%

Mathematics	63% (70%)69%	17% (17%) 18%
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Average Scaled Scores

Subject	School	National	Croydon
Reading	104	103	102
GPS	105	104	104
Mathematics	103	103	103

Reading

	Expected Standard	Greater depth
Boys (13)	62% (62%) 60%	31% (16%)15%
Girls (17)	82% (69%) 69%	18% ((22%)19%
PPG (13)	62%	15%

The girls outperformed the boys in reading at expected level but the boys outperformed the girls at greater depth. The style of questions in the test did confuse many children with a greater emphasis on finding evidence from the text and word meanings.

Writing

In writing, overall there was not a significant difference between girls and boys, (expected standard and greater depth) although when you separated them into greater depth and expected standard, there are a greater number of higher achieving girl writers.

The boys outperformed the girls in the GPS test. PPG children overall performed lower than their peers, although 2 of these children were working below the test standards and did not take the tests which will be reflected in our validated Raise online data.

	Expected Standard+	Greater Depth	GPS Expected+	GPS Greater Depth
Boys	69% (68%)70%	8% (11%)10%	85% (67%)69%	46% (18%)22%
Girls	71% (81%)82%	29% (19%)19%	71% (78%)79%	18% (27%)29%
PPG	54%	15%	62%	

Maths

	Expected Standard	Greater Depth
Boys	69%(70%)69)	31%(18%)20%
Girls	59%(70%)70%	6%(15%)17%
PPG	46%	

The boys outperformed the girls, however upon analysis of the scaled scores, 2 girls achieved very close to 100 (99 & 98) and this made a difference of 6% to the girls' scores.

The Rest of the School

Year 1 (1W+ is the expected level)

Y1-1+ and above	R	W	M
All	96.7	83.3	90
B	96.4	75	89.3
G	96.9	90.6	90.6
PPG	100%	100	100

All pupils are achieving at the expected level in reading (except an ABA pupil who although on role has not been assessed.) This is due to rigorous phonics teaching and carefully tailored interventions which are ensuring that the gap is closed between pupils.

Boys' writing is significantly below girls' (75% & 90.6% respectively) PPG children are achieving better than all pupils. In Year 2, interventions need to be targeted towards developing boys' writing.

Attainment in maths is good with 90% of pupils working at the expected level. Carefully planned interventions run by TAs in the afternoons have been responsible for closing the gaps between pupils as well as assessment for learning to close gaps between the children in the cohort.

All Pupils (60 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	55 (91.7%)	55 (91.7%)	53 (88.3%)	54.3 (90.6%)
Progressed by 3 steps	0 (0%)	0 (0%)	2 (3.3%)	0.7 (1.1%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	5 (8.3%)	5 (8.3%)	5 (8.3%)	5.0 (8.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Year 3 (expected attainment 3W+ or above)

Y3 3W+ and above	R	W	M
All	51.9	44.4	51.9
B	41.4	44.8	55.2
G	64	44	48
PPG	20	6.7	20

The attainment of Y3 pupils is a concern. When these pupils are in Y4, they will need to be monitored closely and regular meetings held with SLT, Y4 teachers and support staff to discuss progress and interventions. For some pupils where parental engagement is also an issue, meetings will be held with parents and strategies for support at home will be discussed.

Y3 PPG children will be targeted for extra support with Judith Roberts (Maths TA).

	Pupils (%) making 5+ steps progress			
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	58 (100%)	48 (82.8%)	35 (60.3%)	41 (70.7%)
Males	31 (53.4%)	25 (80.6%)	19 (61.3%)	23 (74.2%)
Females	27 (46.6%)	23 (85.2%)	16 (59.3%)	18 (66.7%)
In Care	0 (0%)	0 (0%)	0 (0%)	0 (0%)
FSM	8 (13.8%)	4 (50.0%)	4 (50.0%)	3 (37.5%)
Not FSM	50 (86.2%)	44 (88.0%)	31 (62.0%)	38 (76.0%)
Pupil Premium	17 (29.3%)	10 (58.8%)	6 (35.3%)	7 (41.2%)
Not Pupil Premium	41 (70.7%)	38 (92.7%)	29 (70.7%)	34 (82.9%)
SEN Support	10 (17.2%)	8 (80.0%)	5 (50.0%)	7 (70.0%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	47 (81.0%)	40 (85.1%)	30 (63.8%)	34 (72.3%)

Progress in Y3 has been a more pleasing picture (see above)

It does show that PPG children are not making as much progress as their peers. This will be addressed as explained above.

Year 4 –(expected attainment is 4W+ & above)

Y4 4W+ & above %	R	W	M
All	53.3	43.3	46.7
B	42.4	30.3	39.4
G	66.7	59.3	55.6
PPG	35.7	21.4	21.4

The attainment of Y4 pupils is a concern. When these pupils are in Y5, they will need to be monitored closely and regular meetings held with SLT, Y5 teachers and support staff to discuss progress and interventions. For some pupils where parental engagement is also an issue, meetings will be held with parents and strategies for support at home will be discussed.

Extra support is already in place for individuals. (2 children have an EHCP) and extra maths support and Freshstart (phonics) is in place also.

	Pupils (%) making 5+ steps progress			
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	60 (100%)	56 (93.3%)	57 (95.0%)	56 (93.3%)
Males	33 (55.0%)	31 (93.9%)	31 (93.9%)	31 (93.9%)
Females	27 (45.0%)	25 (92.6%)	26 (96.3%)	25 (92.6%)
In Care	2 (3.3%)	0 (0%)	1 (50.0%)	0 (0%)
FSM	5 (8.3%)	5 (100%)	5 (100%)	5 (100%)
Not FSM	55 (91.7%)	51 (92.7%)	52 (94.5%)	51 (92.7%)
Pupil Premium	14 (23.3%)	13 (92.9%)	14 (100%)	13 (92.9%)
Not Pupil Premium	46 (76.7%)	43 (93.5%)	43 (93.5%)	43 (93.5%)
SEN Support	6 (10.0%)	5 (83.3%)	6 (100%)	5 (83.3%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	52 (86.7%)	50 (96.2%)	50 (96.2%)	50 (96.2%)
Academically More Able	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Progress has been pleasing which shows that gaps are being closed and children are “catching up.” Interventions have been successful in ensuring that gaps close between PPG children and their peers.

Year 5-(expected attainment is 5W+ and above)

Y5 % 5W+ and above	R	W	M
All	28.8	15.3	32.2
B	20.7	6.9	37.9
G	36.7	23.3	26.7
PPG	28.6	7.1	14.3

Attainment is low in all areas with boys writing being significantly below where it should be. SLT & teachers will be meeting regularly and planning will reflect the needs of these classes with particular emphasis on basic skills and raising the attainment in writing.

Both class teachers worked with this year group last year and so know their strengths and weaknesses well. TA support has been chosen to reflect the needs of those classes. For example, a literacy specialist TA is with this year group 3 days a week as well as additional maths support 3 mornings a week and maths and phonic interventions in the afternoons.

	Pupils (%)	Pupils (%) making 5+ steps progress		
		Reading	Writing	Mathematics
All Pupils	59 (100%)	33 (55.9%)	40 (67.8%)	41 (69.5%)
Males	29 (49.2%)	20 (69.0%)	19 (65.5%)	17 (58.6%)
Females	30 (50.8%)	13 (43.3%)	21 (70.0%)	24 (80.0%)
In Care	0 (0%)	0 (0%)	0 (0%)	0 (0%)
FSM	5 (8.5%)	4 (80.0%)	4 (80.0%)	1 (20.0%)
Not FSM	54 (91.5%)	29 (53.7%)	36 (66.7%)	40 (74.1%)
Pupil Premium	14 (23.7%)	9 (64.3%)	10 (71.4%)	9 (64.3%)
Not Pupil Premium	45 (76.3%)	24 (53.3%)	30 (66.7%)	32 (71.1%)
SEN Support	5 (8.5%)	1 (20.0%)	3 (60.0%)	1 (20.0%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	53 (89.8%)	32 (60.4%)	37 (69.8%)	40 (75.5%)
Academically More Able	0 (0%)	0 (0%)	0 (0%)	0 (0%)

The progress shows that interventions aiming to close the gaps between PPG children and their peers have been successful as in both reading and writing, progress for PPG has exceeded the progress of all pupils.