



Review of PPG 1415

The school was in receipt of £33700 Pupil Premium for 1415 academic year, and twenty one funded pupils.

Provision maps of primary and secondary areas of need were created at the beginning of each term with the pupil premium promise that children qualifying for the Pupil premium will access targeted support in at least one of these areas.

What difference does it make?

There is no real gap in progress between pupil premium and non pupil premium children, apart from in Year 6 maths (see below)

KS1- (three children)

- Y1 Phonics screening test pass rate – 100%
- Y2 phonics retest – NA

The progress of pupil premium children throughout Key stage 1

- reading - in line with the whole school
- writing – in line with the whole school
- maths - above the rest of the school

KS2 (Year 6) – three children (including one send)

- PP children made above nationally expected progress in reading in ks2 and in line with their cohort
- PP children made nationally expected progress in writing in ks2
- PP children made below nationally expected progress in maths in ks2

Throughout the rest of school Pupil Premium progress and attainment is in line with non Pupil Premium children.

In summary, careful spending of pupil premium money has positively influenced outcomes for children, with the majority of children enjoying similar outcomes to their peers across the curriculum. This data shows there is no real gap between progress and attainment of pupil premium children and that of their peers.

The most successful interventions (offered to PP and non PP children) have been:

- Numbers count (the child made 6 steps progress in maths)
- Year 6 Extended conversations with parents (children involved made either 4 or 6 national curriculum sublevels progress and therefore achieved national expected standard in reading.) This project should be continued and it is my recommendation that it is offered as an early intervention strategy in years R and 1. A report will be published in the next few months with further information about this project.
- Intervention time offered by class teacher and well qualified teaching assistants, with sessions tailored to close immediate gaps in specified areas of learning. These sessions were short and mainly took place in the afternoons.

Less successful were

- Phonics intervention in year 2 (2 out of 9 children passed the phonics retest)
- Extra adult in year 4 for maths lessons for six weeks in summer 1