

William Morris Primary School

IMPACT OF PUPIL PREMIUM 2015-2016

Number of pupil premium children and income received	
Total number on roll (Reception to Year 6)	321
Total number of pupil premium children	116 = 36%
Pupil premium income	£154,075

Targeted support	
Accelerated learning in the curriculum	73%
Social, emotional and behaviour	9%
Enrichment beyond the curriculum	9%
Families and the community	9%
Increase % of children working at age related expectations in reading, writing and Mathematics. Closing the progress and achievement gap between the pupil premium and non-pupil premium children.	

Project	Cost	Objective	Outcome
Easter School and the Enrichment programme	£2,500	Extending School Hours Programme of revision for SATs Individualising support at all levels Targeted support for children to address misconceptions, gaps and weaknesses Drawing in Expertise Building belief: children have access to opportunities that are otherwise out of reach	Increased attainment in KS1 and KS2 English (writing) and Maths (Assessment Data) Increased percentage achieving Age Related Expectations. Closing the gap between Pupil Premium and Non Pupil Premium children
TaMHS Worker	£8,500	Helping children to develop social and emotional skills and provide targeted support	Closing the gap between Pupil Premium and Non Pupil Premium children. Increased confidence and improved social skills
French/Sayers Croft residential and school visits	£4,340	Develop children's social and collaborative skills	Closing the gap between Pupil Premium and Non Pupil Premium children.



		Provide life experiences that children may be otherwise unable to access	Increased pupil confidence
Savings Scheme, snacks, day visits	£4,402	Building belief: children have access to opportunities that are otherwise out of reach	Closing the gap between Pupil Premium and Non Pupil Premium children
One to one tuition/support staff	£80,000	Individualising support at all levels Targeted support for identified children to address misconceptions, gaps and weaknesses	Accelerated progress and increased attainment Closing the gap between Pupil Premium and Non Pupil Premium children.
Reading books	£6,000	Individualising support at all levels Inspire a lifelong love of reading Increase confidence in reading	Closing the gap between Pupil Premium and Non Pupil Premium children.
Resources for SEN children	£5,000	Individualising support at all levels Involving parents in their children's learning	Closing the gap between Pupil Premium and Non Pupil Premium children.
Music lessons	£1,700	Drawing in Expertise Building belief: children have access to opportunities that are otherwise out of reach	Closing the gap between Pupil Premium and Non Pupil Premium children. Ensure the enriched experiences of playing a musical instrument are offered.
Mathematics resources	£3,000	Extending children's Maths skills	Closing the gap between Pupil Premium and Non Pupil Premium children.
Other Resources	£5,848	Individualising support at all levels	Closing the gap between Pupil Premium and Non Pupil Premium children.
Language and Behaviour for Learning support	£7,260	Individualising support at all levels Ensure that staff are equipped with specific strategies for supporting children	Closing the gap between Pupil Premium and Non Pupil Premium children.





			Increased confidence and improved social skills
Educational Psychologist	£6,075	Individualising support at all levels Ensure that staff are equipped with specific strategies for supporting children	Closing the gap between Pupil Premium and Non Pupil Premium children.
ICT-tablets, Ipads	£5,000	Develop children's computing skills Facilitate independent booster opportunities	Closing the gap between Pupil Premium and Non Pupil Premium children.
Jigsaw4U Support	£10,250	Supporting children and families through trauma, loss and bereavement thus enabling children to access education and maximise their potential	Closing the gap between Pupil Premium and Non Pupil Premium children.
Swimming	£1,000	Drawing in Expertise Building belief: children have access to opportunities that are otherwise out of reach	Closing the gap between Pupil Premium and Non Pupil Premium children. To ensure our Key Stage 2 children are confident swimmers.
Translation services	£200	Ensuring effective communication with families	Families understand how to support their children
Breakfast and After school clubs	£3,000	Extended School Hours	Closing the gap between Pupil Premium and Non Pupil Premium children.
Total	£154,075		



January – July 2016

Progress - Year 2

Pupil Premium comparison			
2+ steps of progress (summer 2016)			
	Reading	Writing	Mathematics
Mozart	63% (10/16)	56% (9/16)	75% (12/16)
Potter	75% (15/20)	25% (5/20)	65% (13/20)
Mozart Pupil Premium (11)	64% (7/11)	27% (3/11)	91% (10/11)
Potter Pupil Premium (7)	71% (5/7)	43% (3/7)	43% (3/7)
Difference between pupil premium and non-pupil premium			
+ indicates that pupil premium children have performed better.			
	Reading	Writing	Mathematics
Mozart	+1%	-29%	+16%
Potter	-4%	+13%	-32%

Attainment

Year 2 = 18 pupil premium children

	Reading	Writing	Mathematics
Secure+	10/18 = 55%	5/18 = 28%	12/18 = 67%
Exceeding	1/18 = 5%	0/18 = 0%	2/18 = 11%

Year 2 = 36 non pupil premium children

	Reading	Writing	Mathematics
Secure+	23/36 = 64%	7/36 = 19%	22/36 = 61%
Exceeding	6/36 = 17%	0/18 = 0%	4/36 = 11%



Pupil premium children have performed better than non-pupil premium children in writing and Mathematics, with more pupil premium children working at secure+ in these areas.

There is a significant performance difference in reading at exceeding with non-pupil premium children performing better.

Progress - Year 6

Pupil Premium comparison			
2 steps of progress (summer 2016)			
	Reading	Writing	Mathematics
Glennie Non Pupil Premium	100% (15/15)	100% (15/15)	93% (14/15)
Glennie Pupil Premium (15)	100% (15/15)	87% (13/15)	93% (14/15)
Difference between pupil premium and non-pupil premium			
+ indicates that pupil premium children have performed better			
	Reading	Writing	Mathematics
Glennie	0%	-13%	0%

Pupil Premium comparison			
3 steps of progress (summer 2016)			
	Reading	Writing	Mathematics
Glennie Non Pupil Premium	27% (4/15)	33% (5/15)	20% (3/15)
Glennie Pupil Premium (15)	33% (5/15)	53% (8/15)	73% (11/15)
Difference between pupil premium and non-pupil premium			
+ indicates that pupil premium children have performed better			
	Reading	Writing	Mathematics
Glennie	+6%	+20%	+53%



Attainment

Year 6 = 15 pupil premium children

	Reading	Writing	Mathematics
Secure+	60% (9/15)	53% (8/15)	60% (9/25)
Exceeding	0% (0/15)	0% (0/15)	7% (1/15)

Year 6 = 15 non-pupil premium children

	Reading	Writing	Mathematics
Secure+	80% (12/15)	73% (11/15)	87% (13/15)
Exceeding	13% (2/15)	20% (3/15)	20% (3/15)

Difference between pupil premium and non-pupil premium

	Reading	Writing	Mathematics
Secure+	-20%	-20%	-27%
Exceeding	-13%	-20%	-13%

The progress of pupil premium and non-pupil premium children at 2+ steps of progress is the same in reading and Mathematics, with non-pupil premium making slightly more progress (13%) than pupil premium children in writing. More pupil premium children have made 3+ steps of progress than non-pupil premium in all areas of learning.

Non-pupil premium children have attained higher than pupil premium in all areas of learning, with more children working at secure+ and exceeding in reading, writing and Mathematics.



Progress Years 1, 3, 4, 5

2+ steps of progress of our Pupil Premium children Summer 2016			
	Reading	Writing	Mathematics
Kingsley(1)	15/22 = 68%	15/22 = 68%	15/22 = 68%
Kingsley (1)	4/6 = 67%	4/6 = 67%	4/6 = 67%
Armstrong (1)	12/19 = 63%	6/19 = 32%	6/19 = 32%
Armstrong (1)	6/8 = 75%	3/8 = 38%	2/8 = 25%
Luther King (3)	9/12 = 75%	11/12 = 92%	7/12 = 58%
Luther King (3)	10/12 = 83%	9/12 = 75%	10/12 = 83%
Farah (3)	13/15 = 87%	14/15 = 93%	13/15 = 87%
Farah (3)	7/10 = 70%	9/10 = 90%	8/10 = 80%
Rowling (4)	15/15 = 100%	14/15 = 93%	13/15 = 87%
Rowling (4)	8/8 = 100%	8/8 = 100%	8/8 = 100%
Presley (4)	3/9 = 33%	4/9 = 44%	8/9 = 89%
Presley (4)	11/14 = 79%	7/14 = 50%	10/14 = 71%
Attenborough (5)	5/14 = 36%	4/14 = 29%	3/14 = 21%
Attenborough (5)	2/14 = 14%	9/14 = 64%	6/14 = 43%

Headlines and Summary

Pupil premium children have performed just as well as non-pupil premium children or exceeded them in the following areas:

Progress:

Year 1	2+ steps of progress in reading 2+ steps of progress in writing 2+ steps of progress in Mathematics (Kingsley)
Year 2	2+ steps of progress in reading (Mozart) 2+ steps of progress in writing (Potter) 2+ steps of progress in Mathematics (Mozart)
Year 3	2+ steps of progress in reading (Luther King)





	2+ steps of progress in Mathematics (Luther King)
Year 4	2+ steps of progress in reading 2+ steps of progress in writing 2+ steps of progress in Mathematics (Rowling)
Year 5	2+ steps of progress in writing 2+ steps of progress in Mathematics
Year 6	2+ steps of progress in reading 2+ steps of progress in Mathematics 3+ steps of progress in reading 3+ steps of progress in writing 3+ steps of progress in Mathematics

Attainment:

Year 2	Secure+ in writing Secure+ in Mathematics Exceeding in Mathematics
Year 6	

Target areas:

Pupil premium children have performed significantly below non pupil premium in the following areas:

Progress

- Year 2 writing in Mozart class (29% lower)
- Year 2 Mathematics in Potter class (32% lower)
- Year 6 writing (13% lower)

Attainment

- Year 2: Reading and writing at secure+
Reading at exceeding
- Year 6: Reading, writing and Mathematics at secure+
Reading, writing and Mathematics at exceeding

Progress of pupil premium children is generally in line with non-pupil premium children in most areas of learning. However, attainment in some classes is significantly lower for pupil premium children than for non-pupil premium children.



Actions for this academic year 2016-2017

Performance management pupil progress targets to support the acceleration of pupil premium children in writing to enable them to ensure attainment is more in line with the non-pupil premium children.

Provision mapping and support for identified SEN (pupil premium children) to support 3 to 4 steps of progress in reading and writing.

A review of our timetabling to ensure that sentence structure/grammar is taught discretely and as part of the project genre planning on a daily basis.

A whole school review of reading material to engage and inspire our pupil premium children to be confident writers.