

Inspire – Motivate - Achieve

Camblesforth Community Primary School



Pupil Premium Report

2015-2016

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Allocation of Pupil Premium Funding 2014-2015

Objectives	Actions	Impact
<p>EYFS/Year 1 specific priorities</p> <p>To provide early intervention for pupils in EYFS and increase the proportion of PP and vulnerable learners who achieve a good level of development at the end of EYFS</p> <p>To close the gap in attainment in maths and English between school and National in relation to Pupil Premium Pupils in Year One.</p>	<p>Scrutiny of progress in relation to 'Good level of development' progress throughout the year.</p> <p>Early identification of PP pupils vulnerable to not securing GLD and targeted support from TA and teacher.</p> <p>Additional support for PP pupils through provision of TA support and small class numbers.</p> <p>Targeted teaching by class so that teacher can address misconceptions at an early stage and provide additional support as required</p> <p>Purchase of additional Numicon resources to aid pupils' mathematical understanding.</p>	<p>Significant improvement in GLD overall PP pupil secured GLD overall.</p> <p>Pupil premium pupils make outstanding progress in Year 1. The attainment gap is closing and they are well placed to achieve age related expectations at the end of Year 2. Progress is greater in reading and writing than in mathematics.</p> <p>Attainment at the end of Year 1 is broadly average although one pupil is above Age related expectations in reading</p> <p>The gap between school and national has narrowed significantly in all subjects (see data sheets below)</p>
<p>Year 2 specific priorities</p> <p>To continue to accelerate progress and raise the attainment of pupil progress pupils in order to:</p> <ul style="list-style-type: none"> • close the gap in attainment between PP pupils and non-PP pupils. • continue to exceed National APS for PP pupils in maths and writing • close the gap between school and National in reading 	<p>Additional TA support in class and low class numbers to enable targeted teaching and early identification of those PP vulnerable to underachievement.</p> <p>Numicon materials purchased for this year group</p>	<p>Pupil premium pupils have made consistently good or outstanding progress in all subjects. Improvements in mathematics are particularly evident with overall APS being 6.5 and exceeding that of reading and writing.</p> <p>Attainment in maths and reading is broadly average. One pupil has exceeded Age related expectations in mathematics. One pupil is just below age related expectations in reading and writing but the gap has narrowed over time.</p> <p>The gap between PP school and national has narrowed in all subjects.</p>
<p>Year 3 specific priorities</p> <p>To continue to accelerate progress and raise attainment of pupil progress pupils in order to:</p> <ul style="list-style-type: none"> • close the gap in attainment between PP pupils and non-PP pupils • continue to exceed National APS for pupils in reading and writing • close the gap between school and National in mathematics • provide pastoral support for pupils entering Key Stage two in order to sustain the good 	<p>Pupils have benefited from additional TA support and small class numbers.</p> <p>Small group work was extended in the Spring and Summer term due to changes in teacher part way through the year.</p> <p>Pastoral support was put in place to support vulnerable pupils by the school's specialist HLTA.</p>	<p>APS progress overall is expected or slightly above. However, there was variation between individual pupils and changes in teaching staff part way through the year may have had an impact upon this figure. In mathematics 60% of pupils made good or better progress with two making just below expected progress.</p> <p>In both reading and writing all pupils made at least expected progress with 40% making good progress.</p> <p>The pupil premium pupil made expected</p>

<p>progress which has been achieved in Key Stage One</p>		<p>progress in maths and writing. Progress in reading was good</p> <p>Gap between PP and Non PP pupils narrowed over the course of the year in maths, reading and writing</p>
<p>Year 4 specific priorities</p> <p>To continue to accelerate progress and raise attainment of pupil progress pupils in order to:</p> <ul style="list-style-type: none"> • close the gap in pupil premium pupil attainment between school and National in mathematics and writing • continue to exceed National attainment of PP pupils in reading <p>close the gap in attainment between PP and All pupils within school for both maths and English</p>	<p>Pupils in this class were given intensive TA support due to SEN and emotional needs.</p> <p>Interventions to support learning and emotional/social needs were put in place.</p>	<p>The gaps between PP school and national narrowed in maths, reading and writing.</p> <p>The two pupils in this cohort had intensive support in relation to their personal, emotional and social needs. Although both made less than expected progress over the year, their ability to access the curriculum and engage in tasks was greatly strengthened. As a result they are well placed to make good progress in 2015-2016.</p> <p>The pupils were observed to be much more engaged in learning as the year progressed. As a result they accessed a greater proportion of the curriculum.</p>
<p>Year 6 specific priorities</p> <p>To continue to accelerate progress and raise attainment of pupil progress pupils in order to</p> <ul style="list-style-type: none"> • close the gap between school and National attainment of PP pupils in maths and English • increase the proportion of PP pupils who achieve level 4+ in maths and English at the end of Key Stage Two. • To continue to improve the accuracy of spelling, punctuation and grammar of PP pupils 	<p>Booster groups</p> <p>1-1 Tuition (teacher employed)</p> <p>Additional TA support for individual pupils</p>	<p>The gap between PP school and national narrowed throughout the year.</p> <p>Pupil premium pupils in Year 6 made the greatest progress in writing. 60% making expected progress and 20% making outstanding progress.</p> <p>In reading, 80% made good or better progress but the overall APS is reduced by the underachievement of one pupil within the test situation. Despite extensive additional support, lack of confidence within the test was an issue leading to a disappointing result overall.</p> <p>In mathematics, extensive additional support was put in place to tackle misconceptions and the legacy of gaps in pupil knowledge from the time when school was judged 'notice to improve'. This resulted in 20% of the group making outstanding progress and one making expected progress in maths. However, the overall APS was reduced by the two pupils who performed below the standard they were expected to reach in</p>

		<p>the final tests.</p> <p>Concerns about the accuracy of KS1 data, also had an impact upon the progress scores of these pupils.</p> <p>Despite the majority making expected or better progress overall, attainment is below age related scores for many of the cohort. This was due to many pupils being SEN as well as PP.</p>
<p>All pupils</p> <ul style="list-style-type: none"> To provide emotional, behaviour and pastoral support to all PP pupils. To develop confident, resilient and independent learning behaviour. 	<p>All TAs trained to implement circle time and social interventions for specific pupils</p> <p>Weekly PSHCE/social skills groups.</p> <p>Additional TAs supporting pastoral needs of pupils at playtimes/ lunchtimes</p>	<p>Learning behaviour of PP pupil improved significantly across the school. Improvements were most significant in KS1 and lower KS2.</p> <p>Pupils with social and emotional needs throughout the school made significant progress in relation to their ability to access the whole class curriculum with appropriate support in place at other times.</p> <p>Pupils previously unable to cope with the main playground area at breaktimes during the beginning of the year succeeded in accessing this for at least some of the time by the end of the year.</p>

Pupil premium data analysis

Year 1 2014-15

Mathematics

Aut (1) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y1		ELG Exp	3	Y1		1A	11	3	8
Y1		1C	7	Y1		2C	13	3	6
% of Pupils: 100%		APS: 5				APS: 12		APS Diff: 7	

Reading

Aut (1) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y1		ELG Emg	2	Y1		1A	11	3	9
Y1		ELG Exc	4	Y1		2B	15	5	11
% of Pupils: 100%		APS: 3				APS: 13		APS Diff: 10	

Writing

Aut (1) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y1	Armstrong	ELG Emg	2	Y1	Armstrong	1A	11	3	9
Y1	Armstrong	ELG Exc	4	Y1	Armstrong	2C	13	4	9

% of Pupils: 100%	APS: 3		APS: 12	APS Diff: 9
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Narrowing the Gaps Year One			
	Autumn 2014	Summer 2015	
mathematics	<p>Pupil Premium: 11.3, National: 5.0</p>	<p>Pupil Premium: 15.0, National: 12.0</p>	Gap between school and National has narrowed by 3.3 APS over the year
reading	<p>Pupil Premium: 11.3, National: 3.0</p>	<p>Pupil Premium: 15.0, National: 13.0</p>	The gap between school and National narrowed by 6.3 APS over the year
Writing	<p>Pupil Premium: 10.0, National: 3.0</p>	<p>Pupil Premium: 13.7, National: 12.0</p>	The gap between school and national has narrowed by 5.7 APS over the year

Year Two 2014-15

Maths

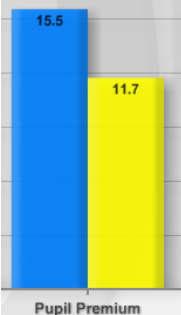
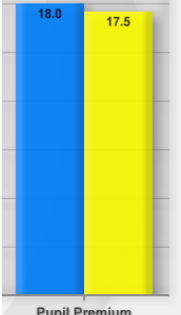
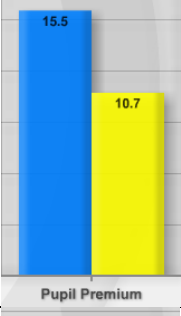
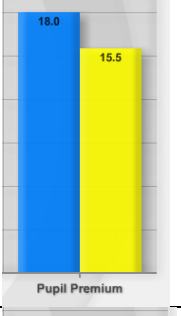
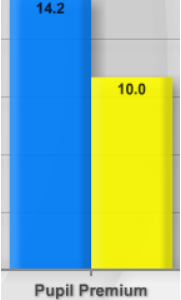
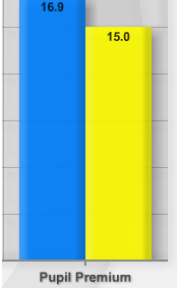
Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y1		1B	9	Y2		2B+	16	3	7
Y1		2C	13	Y2		3C	19	3	6
% of Pupils: 100%		APS: 11				APS: 17.5		APS Diff: 6.5	

Reading

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y1		1B	9	Y2		2C	13	2	4
Y1		2C	13	Y2		2A+	18	2	5
% of Pupils: 100%		APS: 11				APS: 15.5		APS Diff: 4.5	

Writing

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y1		1B	9	Y2		2C	13	2	4
Y1		1A	11	Y2		2A	17	3	6
% of Pupils: 100%		APS: 10				APS: 15		APS Diff: 5	

Narrowing the gaps Year 2					
	Autumn 2014		Summer 2015		
Mathematics					The gap between PP school and national has narrowed by 3.3 APS
Reading					The gap between PP school and national has narrowed by 2.3 APS
Writing					The gap between PP school and national has narrowed by 2.3 APS

Year 3 2014-2015

Mathematics

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y2		2C	13	Y3		2A	17	2	4
Y2		3C	19	Y3		3B	21	1	2
Y2		2B	15	Y3		2A+	18	1	3
Y2		2B	15	Y3		3C	19	2	4
Y2		2A	17	Y3		3C	19	1	2
% of Pupils: 100%		APS: 15.8				APS: 18.8		APS Diff: 3	

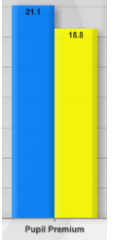
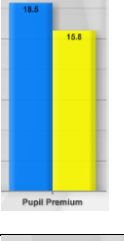
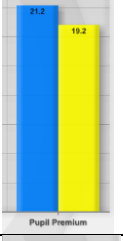
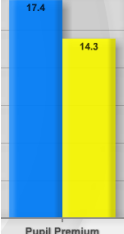
Reading

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y2		2C	13	Y3		2A	17	2	4
Y2		3C	19	Y3		3B+	22	1	3
Y2		2B	15	Y3		2A+	18	1	3
Y2		2A	17	Y3		3B	21	2	4
Y2		2B	15	Y3		2A+	18	1	3
% of Pupils: 100%		APS: 15.8				APS: 19.2		APS Diff: 3.4	

Writing

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y2		2C	13	Y3		2B+	16	1	3
Y2		2A	17	Y3		3C+	20	1	3
Y2		2C	13	Y3		2A	17	2	4
Y2		2B	15	Y3		3C	19	2	4
Y2		2C	13	Y3		2B+	16	1	3
% of Pupils: 100%		APS: 14.2				APS: 17.6		APS Diff: 3.4	

Narrowing the gaps year 3

	Autumn 2014	Summer 2015	
mathematics	 <p>Pupil Premium: 18.5 National: 15.7</p>	 <p>Pupil Premium: 21.1 National: 18.8</p>	The gap between PP school and national has narrowed by 0.5 APS
reading	 <p>Pupil Premium: 18.5 National: 10.8</p>	 <p>Pupil Premium: 21.2 National: 19.2</p>	The gap between PP school and national has narrowed by 0.7 APS
writing	 <p>Pupil Premium: 17.4 National: 14.3</p>	 <p>Pupil Premium: 20.0 National: 17.6</p>	The gap between PP school and national has narrowed by 0.7 APS

Year 4

Mathematics

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y3		2B+	16	Y4		3C	19	2	3
Y3		2B+	16	Y4		2A+	18	1	2
% of Pupils: 100%		APS: 16				APS: 18.5		APS Diff: 2.5	

Reading

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y3		2A	17	Y4		3C	19	1	2
Y3		2B+	16	Y4		2A+	18	1	2
% of Pupils: 100%		APS: 16.5				APS: 18.5		APS Diff: 2	

Writing

Sum (2) 2014				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y3		2B+	16	Y4		2A+	18	1	2
Y3		2B	15	Y4		2A	17	1	2
% of Pupils: 100%		APS: 15.5				APS: 17.5		APS Diff: 2	

Narrowing the gaps year 4

	Autumn 2014	Summer 2015	
mathematics	<p>Pupil Premium: 21.6 National: 16.0</p>	<p>Pupil Premium: 24.2 National: 21.0</p>	The gap between PP school and national has narrowed by 1.9 APS
Reading	<p>Pupil Premium: 21.7 National: 17.0</p>	<p>Pupil Premium: 24.3 National: 21.3</p>	The gap between PP school and national has narrowed by 1.7 APS
Writing	<p>Pupil Premium: 20.5 National: 15.0</p>	<p>Pupil Premium: 23.1 National: 19.7</p>	The gap between PP school and national has narrowed by 2.0 APS

Year 6

Progress from Y2 – Y6

Mathematics

Sum (2) 2011				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y2		2B	15	Y6		5B	33	9	18
Y2		1B	9	Y6		3B	21	6	12
Y2		2C	13	Y6		2B	15	1	2
Y2		1B	9	Y6		3A	23	7	14
Y2		1C	7	Y6		2B	15	4	8
% of Pupils: 100%		APS: 10.6				APS: 21.4		APS Diff: 10.8	

Reading

Sum (2) 2011				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y2		2B	15	Y6		4B	27	6	12
Y2		1B	9	Y6		3B	21	6	12
Y2		2C	13	Y6		2B	15	1	2
Y2		1B	9	Y6		3B	21	6	12
Y2		W3	3	Y6		2A	17	6	14
% of Pupils: 100%		APS: 9.8				APS: 20.2		APS Diff: 10.4	

Writing

Sum (2) 2011				Sum (2) 2015				Differences	
YG	Class	Sub Lvl	Pts	YG	Class	Sub Lvl	Pts	Sub Lvl Diff	Pts Diff
Y2		2B	15	Y6		4B	27	6	12
Y2		1B	9	Y6		3B	21	6	12
Y2		1B	9	Y6		3B	21	6	12
Y2		1B	9	Y6		4B	27	9	18
Y2		W3	3	Y6		3B	21	8	18
% of Pupils: 100%		APS: 9				APS: 23.4		APS Diff: 14.4	

Narrowing the gaps year 6

	Autumn 2014	Summer 2015	
mathematics	<p>A bar chart comparing Pupil Premium (blue bar, 24.7) and national average (yellow bar, 18.0) for mathematics in Autumn 2014. The y-axis represents the score, and the x-axis is labeled 'Pupil Premium'.</p>	<p>A bar chart comparing Pupil Premium (blue bar, 27.2) and national average (yellow bar, 21.4) for mathematics in Summer 2015. The y-axis represents the score, and the x-axis is labeled 'Pupil Premium'.</p>	6.7 5.8 The gap between PP school and national has narrowed by 0.9 APS
reading	<p>A bar chart comparing Pupil Premium (blue bar, 24.8) and national average (yellow bar, 16.2) for reading in Autumn 2014. The y-axis represents the score, and the x-axis is labeled 'Pupil Premium'.</p>	<p>A bar chart comparing Pupil Premium (blue bar, 27.5) and national average (yellow bar, 20.2) for reading in Summer 2015. The y-axis represents the score, and the x-axis is labeled 'Pupil Premium'.</p>	The gap between PP school and national has narrowed by 1.3 APS
writing	<p>A bar chart comparing Pupil Premium (blue bar, 23.6) and national average (yellow bar, 19.8) for writing in Autumn 2014. The y-axis represents the score, and the x-axis is labeled 'Pupil Premium'.</p>	<p>A bar chart comparing Pupil Premium (blue bar, 26.2) and national average (yellow bar, 23.4) for writing in Summer 2015. The y-axis represents the score, and the x-axis is labeled 'Pupil Premium'.</p>	The gap between PP school and national has narrowed by 1.0 APS

Camblesforth Primary School
Pupil Premium Grant Expenditure Plan 2015 - 2016

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll September 2015	92
Total number of pupils eligible for PPG	
Total number of pupils eligible for enhanced PPG (Looked After Children)	2
Amount of PPG received per pupil	
Amount of enhanced PPG received for Looked After Pupils	
Total amount of PPG received	

Principles for the Allocation of Pupil Premium Expenditure

Pupil Premium funding is allocated following an annual needs analysis which identifies the individual needs of all pupils who are in receipt of pupil premium funding for the academic year.

The impact of all spending is carefully monitored throughout the year. Regular pupil progress meetings and pupil conferences take place throughout the year to ensure that provision is responsive to pupil needs.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially

In addition to supporting identified pupils, we also aim to use this funding to:

- ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

**Pupil Premium Expenditure Statement
Academic Year 2015 - 2016**

Annual Needs Analysis Summary Statement

Number of Pupil Premium Pupils in Each Year Group						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6

Needs -Analysis of Pupils Premium Pupils 2015-16

Throughout the academic years 2013-2014 and 2014-15, pupil premium pupils were closely monitored in relation to their emotional, behavioural and social needs as well as in relation to their learning. Many of the successes from the previous year related to the improving ability of individual pupils to access the curriculum following a programme of pastoral support being put in place. A number of pupil premium pupils continue to require this support in order to sustain their rates of progress and enable them to reach their potential. A lack of confidence, resilience and independence was identified as a barrier to learning for many pupils. Although this is improving, there are still a number of pupils who require ongoing support to maintain, and build on, the progress they have made to date. The school is, therefore, committed to continuing to offer a programme of pastoral support to PP, and other vulnerable pupils, in order to enable them to become confident learners. The gap between school and national attainment narrowed for all year groups in 2014-2015. In 2015-16, the aim will be to further accelerate the progress of PP children so as to close this attainment gap.

**Allocation of Pupil Premium Funding
2015-2016**

Objectives

All pupils

- To provide continued emotional, behaviour and pastoral support to all PP pupils.
- To develop confident, resilient and independent learning behaviour.
- To provide TA support in all classes to assist the classteacher in provided targeted support to PP pupils
- To maintain the 5 class structure to enable all pupils to access personalised learning
- To continue to deliver a programme of intervention and support for identified pupils through the use of TA
- To raise attainment and accelerate progress of PP children in order to close the gap between school and national in maths and English

Actions

- To continue to employ an additional full-time teacher to allow the school to operate as five classes.
- Maintain the role of an Advanced Teaching Assistant with a specific responsibility for supporting the pastoral, behavioural, and emotional needs of identified pupils throughout the school
- To give pupils access to a wide range of personalised support and interventions to accelerate their progress. This will include 1-1 tuition for pupils in Year Six from a teacher, and a programme of individual and small group interventions to be delivered by TAs.
- To purchase resources to support identified PP pupils (eg sensory materials, dyslexia support materials)
- To purchase practice test materials for year six pupils

