

Inspire – Motivate - Achieve

Camblesforth Community Primary School



Pupil Premium Report

2016-2017

Contents:

1. Analysis of the Impact of Pupil Premium Expenditure 2015-16
2. Pupil performance data September 2015 – July 2016
3. Pupil Premium Expenditure Statement 2016 – 2017
 - Annual Needs Analysis Summary Statement
 - Allocation of Pupil Premium Funding

Camblesforth Primary School

Analysis of the Impact of Pupil Premium Expenditure 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 (including enhanced PPG)	16
Total number of pupils eligible for enhanced PPG (Looked After Children)	2
Amount of PPG received per pupil	£1320
Amount of enhanced PPG received for Looked After Pupils	£3800
Total amount of PPG received	£22,280

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
0	1	2	3	6	4	0

Needs -Analysis of Pupils Premium Pupils 2015-16
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Allocation of Pupil Premium Funding 2015-2016 Objectives
<p>All pupils</p> <ul style="list-style-type: none"> • 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 interventions 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

Pupil Premium Impact analysis July 2016

Action	Impact	Evaluation and next steps
<p>To continue to employ an additional full-time teacher to allow the school to operate as five classes.</p>	<ul style="list-style-type: none"> In year progress for pupil premium children was good across the school (measured from baseline assessments in Autumn term as compared with end of year data) 93% of PP pupils made good or better progress in maths 75% of PP pupils made good or better progress in reading and writing For pupils in Y2, the gap between their attainment at the end of KS2 compared with at the end of EYFS has narrowed Monitoring demonstrates PP engaged in lessons and well supported by adults with progress being evident as a result 	<p>Pupils have benefited from smaller classes and progress is but this is no longer sustainable in 2016-17.</p> <p>Support staff will be carefully deployed to support PP pupils and a process of 'quick catch up' interventions, prior and post lesson teaching and 1-1/small group teaching opportunities will be put in place to maintain levels of progress.</p>
<p>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</p>	<ul style="list-style-type: none"> Pupils benefit from effective pastoral support and interventions such as circle time/ lego therapy/ personal reward time are used to good effect. Pupils with significant needs are accessing a higher percentage of learning opportunities and work within the classroom for a greater proportion of time. As a result, progress of the most vulnerable has improved considerably 	<p>This will be further developed in 2016-17 with the provision of a 'Nurture Classroom' which will support pupils with specific needs but also be available for PSHCE work with PP children especially those who are looked after.</p> <p>A music session is being introduced once a week and will be led by the NYCC music service to develop personal, social skills as well as develop confidence in 2016-17.</p>
<p>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 upper KS2 from a teacher, and a programme of individual and small group interventions to be delivered by TAs.</p>	<ul style="list-style-type: none"> Pupils received targeted support from a teacher and test scores across the year evidence the impact of this in increasing progress. Progress in Y2/3 and Y6 was consistently good or outstanding. In Y4 progress was at least expected for most subjects but the high level of SEN pupils lowered the data overall. 	<p>Continue to support pupils on a 1-1 and small group basis. This will be particularly important in Year 6 due to the high level of SEN and vulnerable pupils.</p> <p>Y6 will be given target support to accelerate progress</p> <p>SPAG was a weaker area for many pupils, especially PP, so this will be an area of focus next year.</p>
<p>To purchase resources to support identified PP pupils (eg sensory materials, dyslexia support materials)</p>	<ul style="list-style-type: none"> Pupils are well supported through the use of a variety of personalised equipment. Monitoring demonstrates that this is used independently in the main although some pupils require prompting. 	<p>SENCO to ensure that all resources are available to pupils on transition to new classes and equipment is replaced as required.</p> <p>Training for all staff on induction in regard to sensory needs or pupils will be arranged and ongoing support from SENCO.</p>
<p>To purchase test materials for all pupils and practice tests for those in upper KS2</p>	<ul style="list-style-type: none"> The use of tests has enabled accurate assessments to be made and this has helped to use data diagnostically. Pupils have benefited from test experience and are beginning to develop test technique in Y4/5 particularly. They are also becoming more independent at tackling unknown tests but work on stamina and perseverance remains an area of need for some pupils 	<p>The use of test materials is being revised and the 13 week cycle adopted in line with Ebor policy. This will enhance the work done this year and raise expectations across the school.</p>

Pupil Premium Progress 2015 -2016

In September 2015, the school changed the assessment system from levels to 'steps' using the 'Sheffield Stats' system.

In the first half of the Autumn term 2015, all children were assessed in relation to the requirements of the revised Curriculum. Progress was then measured over the five half terms from October to July 2016.

Expected progress has been determined as 0.5 steps each half term. The progress descriptors for the year are as follows:

No progress

Less than expected progress 0.5 – 2.49 steps

Expected progress 2.5 – 2.99 steps

More than expected progress 3+ steps

Average steps progress							
	Y1	Y2	Y3	Y4	Y5	Y6	All PP
No of pupils	1	2	3	6	4	0	16
maths	3	3.25	2.83	2.7	3.5	-	3
reading	3.5	2.75	3	2.9	2.25	-	2.78
writing	3	2.5	2.7	3.1	2.38	-	2.75

Pupil Premium Attainment summaries

PP attainment Summer 2016 (Age related comparisons)							
Maths	Y1	Y2	Y3	Y4	Y5	Y6	All PP
Total number of pupils	1	2	4 (1 new to cohort)	6	4		17 (1 new to cohort)
Above age related	0% (0)	50% (1)	0% (0)	0% (0)	25% (1)	-	12% (2)
At age related	100% (1)	50% (1)	75% (3)	17% (1)	0% (0)	-	35% (6)
Below age related	0% (0)	0% (0)	25% (1)	83% (5)	75% (3)	-	53% (9)

PP attainment Summer 2016 (Age related comparisons)							
Reading	Y1	Y2	Y3	Y4	Y5	Y6	All PP
Total number of pupils	1	2	4 (1 new to cohort)	6	4		17 (1 new to cohort)
Above age related	100% (1)	50% (1)	0% (0)	0% (0)	25% (1)	-	18% (3)
At age related	0% (0)	0% (0)	75% (3)	33% (2)	0% (0)	-	29% (5)
Below age related	0% (0)	50% (1)	25% (1)	67% (4)	75% (3)	-	53% (9)

PP attainment Summer 2016 (Age related comparisons)							
Writing	Y1	Y2	Y3	Y4	Y5	Y6	All PP
Total number of pupils	1	2	4 (1 new to cohort)	6	4		17 (1 new to cohort)
Above age related	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)		6% (1)
At age related	100% (1)	50% (1)	25% (1)	17% (1)	0% (0)		24% (4)
Below age related	0% (0)	50% (1)	75% (3)	83% (5)	75% (3)		71% (12)

PP attainment Summer 2016 (Age related comparisons)							
GPS	Y1	Y2	Y3	Y4	Y5	Y6	All PP
Total number of pupils	1	2	4 (1 new to cohort)	6	4		17 (1 new to cohort)
Above age related		0% (0)	0% (0)	0% (0)	0% (0)	-	0% (0)
At age related		50% (1)	25% (1)	0% (0)	0% (0)	-	12% (2)
Below age related		50% (1)	75% (3)	100% (6)	100% (4)	-	82% (14)

PP attainment Summer 2016 (Age related comparisons)							
phonics	Y1	Y2	Y3	Y4	Y5	Y6	All PP
Total number of pupils	1	2	4 (1 new to cohort)	6	4		3 (1 new to cohort)
Above age related	-	-	-	-	-	-	
At age related	100%	100%	-	-	-	-	100%
Below age related	-	-	-	-	-	-	

Pupil Premium Expenditure Statement 2016 – 2017

Annual Needs Analysis Summary Statement

Estimated number of PP pupils: 24 (22%)

Year group	Distribution of PP pupils (based on estimate @ Sept 2016)						Summary of needs	objective	Actions
	total	girls	boys	LAC	SEN	EHCP			
EYFS	2 (est)	2	0	0	0	0	To be determined following baseline assessments	PP children to achieve in line with pupils nationally who have similar starting points PP to achieve GLD at end of EYFS PP pupils to reach the expected standard in phonics at the end of Y1 Outstanding progress of PP pupils to be maintained within this age group.	Baseline assessments for all pupils in order to identify and provide targeted support to PP children in EYFS/Y1 class Full time support assistant employed in EYFS/Y1. Targeted support pupils in EYFS to enable PP pupils to attain GLD. Provide additional support to those Year one pupils who did not achieve GLD in EYFS. Additional member of staff (Specialist HLTA for emotional/social and behaviour development) to support transition into school
Y1	3	2	1	0	0	0	One pupil did not achieve GLD in EYFS One pupil with medical needs and frequent absences		
Y2	1	1	0	0	0	0	No significant learning needs emerging To maintain good progress and achieve at least in line with age related expectation	To broaden curriculum opportunities, develop the ability to work co-operatively and follow instructions whilst improving self-esteem through participation in music activities To enable pupils with SEN needs to access the wider curriculum and improve social skills To accelerate progress and raise attainment of PP in all subjects, especially	Y2/3 class This class has a significant number of pupils with additional needs including a number with emotional and behavioural difficulties. Whole class music sessions delivered by the NYCC music service specialist teacher. Teaching assistant in class for 25 hours per week to support learning by delivering interventions and providing targeted support to pupils. Pupil with behavioural difficulties supported through the nurture group programme. Access wider curriculum within nurture group in the afternoons One pupil with EHCP plan has significant behavioural
Y3	3	2	1	0	1	1	1 pupil with extensive SEN needs and an EHCP in place 1 pupil with behavioural difficulties but good attainment (could be vulnerable to underachievement) Both of the above pupils need targeted support to allow them to access the wider curriculum due to concentration issues, particularly in the afternoons. 1 pupil below ARE in		

							literacy	literacy.	difficulties which often prevent access to the curriculum. Full time support assistant in place, nurture group provision. Lego therapy to develop social skills, turn taking and co-operation.
Y4	5	4	1	2	2	1	1 pupil with significant gaps in education/EHCP/LAC Low self esteem/trauma 3 boys with below expected attainment in literacy and maths 1 girl no academic issues presenting	To accelerate progress and raise attainment in maths and English To provide opportunities to broaden curriculum experiences	Full time GTA to support learning and deliver maths and English interventions (including pre-teaching and same day intervention) 1-1 tuition for pupil with gaps in Education Nurture group to support access to curriculum/ individual support assistant
Y5	6	2	4	0	1	1	1 boy below in SPAG only 5 pupils below expected in maths and Eng	To accelerate progress and raise attainment in maths and English	Weekly group music session for LAC/EHCP pupils Lego therapy and social groups
Y6	4	1	3	1	2	2	1 pupil LAC/SEN significant ESB needs. Made good progress in previous year but achieving below ARE 1 pupil with EHCP significant ESB needs. Made less than expected progress academically, last year although now accessing all maths and English lessons. 1 pupil higher attainer. 1 girl specific learning difficulties in English particularly (dyslexia) All made good progress in maths last year but two made less than expected progress in reading and writing. Three pupils require targeted support to achieve expected progress in reading.	To accelerate progress and raise attainment, particularly in English To enable pupils with SEN needs to access the broader curriculum in the afternoons more successfully within the Nurture Group setting. To further develop ability to work co-operatively and develop confidence in a group situation. To improve self esteem	Full time GTA to support learning (pre-teaching and same day intervention) Nurture group to support access to curriculum 1-1 tuition for all PP children weekly group music session for EHCP/SEN pupil lego therapy Purchase SATS materials and organise booster groups within the school day to maximise attendance

Allocation of Pupil Premium Funding for 2016-2017

Allocation of Pupil Premium Funding 2016-2017
Objectives
<ul style="list-style-type: none"> PP children to achieve in line with pupils nationally who have similar starting points To accelerate progress and raise attainment of PP in all subjects, especially literacy. PP to achieve GLD at end of EYFS PP pupils to reach the expected standard in phonics at the end of Y1 Outstanding progress of PP pupils to be maintained within EYFS and Y1 To broaden curriculum opportunities, develop the ability to work co-operatively and follow instructions whilst improving self-esteem through participation in music activities To enable all PP pupils, especially those who also have significant SEN needs, to access the wider curriculum and improve social skills To further develop ability to work co-operatively and develop confidence in a group situation. To improve self esteem To improve pupils' understanding of, and participation in, the learning process through a whole school focus on 'metacognition'. To improve outcomes for PP pupils through participation in NYCC 'Achievement Unlocked' project

Expenditure Plan		
Item	Details	Estimated cost
Support staff in classes	To implement interventions, targeted support, pre- and post teaching Maintain differentiated phonics teaching in EYFS/Y1	(£32,000 in total) Approx. £16,000 allocated time to PP pupils/ interventions
School uniform vouchers for PP	To provide PP with a £10 voucher on registration	£100
Materials to support implementation of interventions	Lego (for lego therapy) Positive behaviour rewards/incentives Intervention materials to support individual needs	£1,000
Nurture group access for identified pupils (5 afternoons per week)	To develop self esteem Aid access to the wider curriculum Deliver lego therapy and social skills activities	Support for identified PP pupils taken from Element 2 SEN funding
Music lessons	To broaden curriculum experiences for identified pupils Develop self esteem	£1,000 whole class sessions for one year £850 small group sessions £1,000 individual tuition (PEP target for LAC)
Metacognition	Staff training/coaching Support materials Timetabled sessions weekly in all classes	Unlocking Achievement funding used for training and implementation purposes
1 -1 tuition/ booster groups	Additional support for Y6 and other identified pupils	£2,000
Revision materials for Y6 pupils	To purchase revision books/ online access to materials to practise skills at home	£650
Estimated total		£22,600