

Outcomes for Pupil Premium Spending: September 2015

Foundation Stage

Progress made in the Foundation Stage has been outstanding this year, with attainment at the end of Reception showing a sustained improvement and surpassing national expectations. All on-entry data shows children are well below Nations Expectations when they join us. The impact of having an additional member of staff to focus on small group work and another to focus on speech and language is clear by the accelerated learning for these children.

Our Good level of development (expected and exceeding in Prime & Specific Learning Goals) – 78% (LA - 69%)

Prime Areas (expected and exceeding) – 88% (LA – 77%)

Specific Areas (expected and exceeding) – 78% (LA - 67%)

Total cohort: 50, Total eligible: 50, Total excluded¹: 0

Early Learning Goals		% Eme	% Exp	% Exc	% Exp or Exc	Avge Points
Good Level of Development²					78.0	2.13
PRIME LEARNING GOALS	Communication and Language					
	Listening and attention	6.0	84.0	10.0	94.0	2.04
	Understanding	8.0	76.0	16.0	92.0	2.08
	Speaking	12.0	72.0	16.0	88.0	2.04
	Physical Development					
	Moving and handling	6.0	72.0	22.0	94.0	2.16
	Health and self-care	8.0	72.0	20.0	92.0	2.12
	Personal, Social and Emotional Development					
	Self-confidence and self-awareness	8.0	86.0	6.0	92.0	1.98
	Managing feelings and behaviour	8.0	86.0	6.0	92.0	1.98
Making relationships	10.0	82.0	8.0	90.0	1.98	
SPECIFIC LEARNING GOALS	Literacy					
	Reading	22.0	74.0	4.0	78.0	1.82
	Writing	22.0	74.0	4.0	78.0	1.82
	Mathematics					
	Numbers	20.0	74.0	6.0	80.0	1.86
	Shape, space and measures	18.0	78.0	4.0	82.0	1.86
	Understanding the world					
	People and communities	12.0	78.0	10.0	88.0	1.98
	The world	16.0	72.0	12.0	84.0	1.96
	Technology	6.0	68.0	26.0	94.0	2.20
Expressive arts and design						
Exploring media and materials	10.0	72.0	18.0	90.0	2.08	
Being imaginative	12.0	76.0	12.0	88.0	2.00	
AREAS OF LEARNING	Communication and language				88.0	2.05
	Physical development				92.0	2.14
	Personal, social and emotional development				90.0	1.98
	Literacy				78.0	1.82
	Mathematics				80.0	1.86
	Understanding the world				84.0	2.05
	Expressive arts and design				88.0	2.04
OVERALL	Prime learning goals				88.0	2.05
	Specific learning goals				78.0	1.95
	All learning goals				78.0	2.00
	Average Total Points for Cohort					34.0

Children will need a period of consolidation as they go into Year 1

Phonics Screening

Year Group	2014/15		2013/14		2012/13	
	School	National	School	National	School	National
1	85.7%	76.8%	82.5%	74%	56%	69%
2 Retest	60%		83%	66%	71%	76.3%

2 Taken for the 1st time	66.6%		25% (4 children)	55%	x	x
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We have had outstanding outcomes for our phonic screening, 8.9% above the National levels and a 3.2% increase on our own 2014 good results. Consistency in teaching and the hard work of our teachers and support staff have ensured this achievement and attainment. Using Pupil Premium money to have a Reading Leader out of class has ensured robust teaching of phonics.

Key Stage 1

Year 2	2015 Level 2+		2014 Level 2+		2015 Level 2b+		2014 Level 2b+		2015 Level 3+		2014 Level 3+	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Reading	83.1%	90.5%	82.8%	90%	78%	82.1%	75.9%	81%	15.3%	31.9%	3.4%	31%
Writing	83.1%	87.2%	82.8%	86%	78%	72.1%	72.4%	70%	8.5%	17.5%	1.7%	16%
Maths	88.1%	92.9%	87.9%	92%	81.4%	81.6%	77.6%	80%	8.5%	26%	3.4%	24%

The gap continues to narrow through effective targeting of resources. This cohort had very low prior attainment and the gap to National Expectations is reducing. With mobility of 32.3% within the year group, having a layered approach to support mid-phase arrivals and those new to the country has meant quick identification and response to pupil needs.

Key Stage 2

Year 6 – End of KS2 Data

Year 6	2015 Level 4+		2014 Level 4+		2015 Level 5+		2014 Level 5+	
	School	National	School	National	School	National	School	National
Reading	86.3% (97.8)	89%	92.3%	86%	43.1% (52.5%)	48%	43.6%	44.0%
Writing	86.3% (95.7%)	87%	84.6%	83%	21.6% (23.9%)	30%*	35.9%	30.0%
Maths	86.3% (97.8)	87%	92.3%	85%	56.9% (71.7%)	42%	61.5%	41.0%
R/W/M	86.3% (95.7)	80%	84.6%	75%	21.6% (23.9%)	24%	23.1%	21.0%
Grammar, Punctuation & Spelling	84.3% (91.3%)	80%	87.2%	74%	66.7% (71.7%)	56%	74.4%	42%

NB – 2015 data includes 5 pupils in the Resource Provision and with High Needs Funding, this accounts for 9.8%; data in brackets shows the results without the children working on P-Scale (pre-National Curriculum steps).

These results represent outstanding attainment and progress, for this cohort of children. They show that our children are achieving in line with, and in some cases higher than the National levels. The proportions of pupils making and exceeding expected progress in English and in maths are above national figures: 100% of pupils working beyond p-scales make 2 levels progress; 50% make 3 levels in reading, 32% in writing and 62% in maths. Those children with a high level of need and working at p-scales make progress that is at least in line with pupils with a similar level of need (using National data setting tools).

All data shows we are closing the gap and that children are making good, and at times outstanding, progress from their relative starting points. Generally pupil premium children out perform non-pupil premium.

We continue to strive to get the best outcomes for all our children. The ethos of our school focuses on providing children with opportunities that they might not ordinarily have access to in an effort to raise standards for all pupils. The funding has certainly enabled us to continue with our enriched curriculum, targeted support and our extended school provision to enable the school to maintain development and sustain improvement.