

## Patrington CE Primary Academy Pupil premium expenditure

### Academic year 14-15

Number s of pupils and amount of pupil premium received

|   |               |
|---|---------------|
| Total number of pupils on role at start of September 2014 including part-time nursery | 185           |
| Total number of pupils eligible for pupil premium At end of July 14                   | 44            |
| At end of July 15   | 40            |
| Total amount allocated for pupil premium based on January 2014 census data of 50      | £65300        |
| Total amount allocated for looked after children                                      | 0             |
| Total amount allocated for Service children   | 0             |
| <b>Total amount of Pupil premium</b>  | <b>£65300</b> |

Pupil premium is additional funding given to schools & academies so that they can support their pupils from families who are eligible for free school meal or were eligible in the past 6 years, children who are looked after and children in service families. In 2014-15 the total for our pupil premium was:

During the academic year 2014-15, the number of pupils eligible for pupil premium has reduced further due to families relocating and pupils leaving the school in July 2014 to move to secondary education.

Our aim at Patrington CE Primary Academy is to close the gap between the attainment levels of pupils eligible for pupil premium and those who are not eligible for pupil premium. The mobility of the school population at Patrington is a barrier in being able to compare like for like.

Within Patrington, the pupil premium has been used to:

- Implement appropriate interventions for named pupils with specific needs which then result in a positive impact on pupil progress and behaviours e.g. behaviour support, speech and language support.
- Specific phonics support in KS1 to support both reading and writing for all levels of attainment.
- VCOP (vocabulary, connectives, openings and punctuation) activities introduced in May 2014 will widen pupils' vocabulary and therefore understanding of the texts they read. This should enable the lower achieving pupils to make better progress through a greater understanding of what they have read.
- Use of iPads to support early phonic acquisition and early number bond acquisition.
- Nurture provision to: support pupils' emotional well-being; provide breakfast for specific pupils so ensuring a good start and time to prepare themselves for the school day. This could be within a small group or as 1:1 support.
- An additional part-time teacher delivering small group lessons on specific literacy and numeracy topics within upper KS2.
- Materials and staff training to deliver KS2 reading support programme Fresh Start.
- Support of pupils' extra-curricular activities and enrichment opportunities.

### Impact of pupil premium

At the end of the summer term 2014-15, Patrington Academy's EYFS and Y1 phonic screening, and Y6 SATs continued to close the gap on national results. Y2 SATs results slightly exceeded the national picture. 41% of pupils eligible are also on the SEN register with three pupils holding a statement. Most of the needs relate to speech and language delays requiring specific interventions to develop clarity of speech and understanding.

The distribution of pupils eligible for pupil premium between the classes is not even.

The nurture work completed in school has been seen to be beneficial in helping pupils to settle and concentrate more effectively in the morning; form better relationships with their peers and with staff and to develop resilience.

Only one third of pupils eligible for pupil premium in EYFS had a “good level of development”. However, all pupils made good progress from lower than average starting points. The whole cohort were just below the national standard for “good level of development”.

In the Y1 phonic assessment, 60% of the group of pupils eligible for pupil premium achieved the required standard compare with 76% of other pupils. the overall class result showed a slight improvement on previous years but was still lower than the national result. 37% of the class were eligible for pupil premium.

The year 2 class showed a further improvement compared with previous years. All the pupils eligible for pupil premium achieved level 2 in reading writing and maths as did the rest of the class in reading and maths. 95% of the non-pupil premium group achieved L2 in writing. The percentage of pupils achieving level 3 was lower in the group eligible for pupil premium compared with the rest. 30% of the class were eligible for pupil premium.

The year 6 class showed a further improvement in their result compared with previous years. 50% of the cohort eligible for pupil premium were on the SEN register with one pupil with a statement and another who was working well below the required level of the Y6 tests. 62.5% of the pupils eligible for pupil premium achieved L4+ in reading and writing compared with 100% in reading and 94% in writing for the rest, 50% achieved L4+ in maths compared with 88% for the rest and 37.5% achieved level 4+ in Spelling, Grammar and Punctuation compared with 88% for the rest. Two pupils who were eligible for pupil premium had joined the school in the previous year, one of whom was also on the SEN register.

Within the whole school, the pupils eligible for pupil premium made:

- 0.46 points less in reading
- 0.3 points less in writing
- 0.52 points less in maths.

Progress overall was very close to that made by pupils who were not eligible for pupil premium as the points score represent a quarter of a sub-level .

### **Priorities for 2015-16**

- Continue to support Fresh start in upper KS2
- Continue specific phonic interventions in KS1 to support both reading and writing.
- Include pre-teaching in classes supported by teaching assistants and teachers to enable all pupils to be able to access their year’s work.
- Provide additional TA time in KS1 to support year 2 pupils eligible for pupil premium in writing and maths as progress of these pupils as year 1 pupils was weaker than the rest of the cohort and to put additional time and support into year 1 to ensure this does not happen in 2015-16 – both pre-teaching but also through intervention work e.g. pupils moving into Y2 cannot write their names
- Continue with nurture provision especially at start of the day
- Introduce Toe by Toe and Power of Two to support some pupils in KS2.