

## Pupil Premium Report

### Early Years

On entry to EYFS the large majority of children enter well below age related developmental bands. Our priority is to ensure that all children, including disadvantaged children, make good progress and close the gap between their attainment and that of their peers nationally. The table below demonstrates the achievement of children in the 2014 – 2015 cohort compared to that on entry.

<b>Disadvantaged children in line with age related expectations on entry</b>	<b>Disadvantaged children in line with age related expectations on exit</b>
0%	44%

### Key Stage 1

Children overall continue to make better than expected progress across Key Stage 1, narrowing the gap between themselves and their peers. The table shows that the numbers of children who are inline with age related expectations increases from entry into Key Stage 1 to their exit in July 2014.

	<b>Disadvantaged children in line with age related expectations on entry to Key Stage 1 (FSP 6)</b>	<b>Disadvantaged children in line with age related expectations on exit (Level 2b+)</b>
<b>Reading</b>	40%	80%
<b>Writing</b>	30%	70%
<b>Maths</b>	40%	90%

The table shows the average points score of disadvantaged children in July 2014. The minimum expected progress is 12 aps by the end of Year 2 and 6 aps by the end of Year 1.

	<b>APS Progress by the end of Y1 2015</b>	<b>APS Progress by the end of Y2 2015</b>
<b>Reading</b>	9.1 aps	14.2 aps
<b>Writing</b>	9.2 aps	12.2 aps
<b>Maths</b>	9.5 aps	13.2 aps

### Key Stage 2

#### Reading

Similar proportions of pupils made at least expected progress compared to pupils nationally. Larger proportions of disadvantaged pupils made expected progress compared to pupils nationally in reading whilst slightly less non-disadvantaged pupils made expected progress than those nationally.

	<b>Colburn</b>	<b>National Average</b>	<b>Colburn Disadvantaged</b>	<b>National Average</b>	<b>Colburn Non-disadvantaged</b>	<b>National Average</b>
<b>% 2 levels progress</b>	90%	91%	90%	88%	89%	92%

## Writing

Similar proportions of pupils made at least expected progress compared to pupils nationally. Slightly lower proportions of disadvantaged pupils make expected progress, whilst greater proportion of non-disadvantaged pupils make expected progress than those nationally.

	<b>Colburn</b>	<b>National Average</b>	<b>Colburn Disadvantaged</b>	<b>National Average</b>	<b>Colburn Non-disadvantaged</b>	<b>National Average</b>
<b>% 2 levels progress</b>	93%	94%	90%	92%	100%	95%

## Maths

Lower proportions of disadvantaged pupils and non-disadvantaged pupils made at least expected progress compared to pupils nationally.

	<b>Colburn</b>	<b>National Average</b>	<b>Colburn Disadvantaged</b>	<b>National Average</b>	<b>Colburn Non-disadvantaged</b>	<b>National Average</b>
<b>% 2 levels progress</b>	83%	90%	81%	86%	78%	91%

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	Disadvantaged pupils	Other pupils	Low	Middle	High	On-roll throughout Yrs 5&6	First Language : English	First Language : Other	First Language : Unclassified	No SEN	SEN support	SEN with statement or EHC plan
Cohort for VA	30	17	13	21	9	0	30	21	9	9	17	4	26	29	1	0	22	8	0
School Score	99.0	98.6	99.1	98.6	99.4	-	98.9	98.6	99.4	99.0	98.3	101.0	98.8	98.7	102.5	-	99.0	98.5	-
95% confidence interval	0.8	1.2	1.4	1.1	1.7	-	0.9	1.1	1.7	1.7	1.2	2.6	1.0	0.9	5.1	-	1.1	1.8	-
Group national mean	100.0	100.1	99.8	99.8	100.1	99.7	100.0	99.8	100.1	100.2	100.0	99.8	100.0	99.8	100.7	99.2	100.1	99.3	97.9
Significance from national average for group	Sig-	Sig-		Sig-		-	Sig-				Sig-		Sig-	Sig-		-	Sig-		-
Significance from overall national average	Sig-	Sig-		Sig-		-	Sig-	Sig-			Sig-		Sig-	Sig-		-			-

The table above shows how children grouped according to characteristics made progress compared to each other and similar groups nationally (mean - 100). Blue boxes highlight that progress was significantly below the national average.

### Progress (July 2015)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Minimum Expected APS Progress</b>	6	12	3	6	9	12
<b>Reading</b>						
Pupil Premium	8.6	11.1	3.5	7.4	10.7	13.2
Non Pupil Premium	9.8	14.2	4.1	9.8	10.7	13
<b>Writing</b>						
Pupil Premium	8.9	10.9	3.8	5.9	9.2	13.1
Non Pupil Premium	9.6	13.4	3.9	7.1	9.7	13.5
<b>Maths</b>						
Pupil Premium	9.6	12.4	4.2	6.1	9.4	12.4
Non Pupil Premium	9.4	13.8	4.6	6	10	12.3

### Attainment

#### Early years

On entry to EYFS the large majority of children enter well below age related developmental bands. Although many children make more than expected progress, the attainment of disadvantaged children and others is still evident at on entry to Key Stage 1.

The table below shows the proportions of children that achieved the GLD at the end of Reception in 2015.

	<b>Colburn</b>	<b>National Average</b>	<b>Colburn Pupil Premium</b>	<b>National Average</b>	<b>Colburn Non Pupil Premium</b>	<b>National Average</b>
<b>GLD</b>	63%	65%	44%	45%	69%	64%

## Phonics

The school has made significant investments in the training and resourcing for the teaching of phonics, which has resulted in sustained progress in this area. The table below shows the results of the Y1 phonics-screening test in July 2015.

	Colburn Disadvantaged Pupils	National Average disadvantaged pupils	Colburn non-disadvantage pupils	National Average non-disadvantaged pupils
Year 1	82%	66%	71%	80%
Year 2	88%	84%	100%	92%

## Key Stage 1

In 2015, the attainment of disadvantaged children was slightly lower than the same group of children nationally and below that of non-disadvantaged children across the rest of the school. In Reading the gap between disadvantaged pupils at Colburn and those nationally was largest, whilst in maths disadvantaged pupils at Colburn achieved better than those nationally.

	<b>All NC Core Subjects (APS)</b>		<b>Reading (APS)</b>		<b>Writing (APS)</b>		<b>Maths (APS)</b>	
	<b>Colburn</b>	<b>National</b>	<b>Colburn</b>	<b>National</b>	<b>Colburn</b>	<b>National</b>	<b>Colburn</b>	<b>National</b>
<b>Disadvantaged</b>	14.1	14.8	13.8	15.2	13	14	15.5	15.1
<b>Non-Disadvantaged</b>	17.2	16.6	17.7	17.1	16.8	15.8	17.2	16.9

	<b>Reading (L2B+)</b>	<b>Writing (L2B+)</b>	<b>Maths (L2B+)</b>
<b>Disadvantaged</b>	80%	70%	90%
<b>Non-Disadvantaged</b>	100%	100%	90%

## Reading

In 2015, the attainment of disadvantaged children was below the same group of children nationally and lower than that of non-disadvantaged children across the rest of the school.

## Writing

In 2015, the attainment of disadvantaged children was lower than the same group of children nationally and lower than that of non-disadvantaged children across the rest of the school.

### Mathematics

In 2015, the attainment of disadvantaged children was slightly higher than the same group of children nationally but lower than that of non-disadvantaged children across the rest of the school.

### Key Stage 2

In 2015, the attainment of all children was lower than that of their peers nationally. Therefore the attainment of disadvantaged children was lower than the same group of children nationally. It was also lower than that of non-disadvantaged children across the rest of the school.

	All NC Core Subjects (APS)		Reading (APS)		Writing (APS)		Maths (APS)	
	Colburn	National	Colburn	National	Colburn	National	Colburn	National
<b>Disadvantaged</b>	26	27.2	26.7	27.6	25.6	26.6	25.9	27.3
<b>Non-Disadvantaged</b>	27.3	29.5	27	29.6	27	28.9	27.7	29.8

	Reading (L4+)		Writing (L4+)		Maths (L4+)	
	Colburn	National	Colburn	National	Colburn	National
<b>Disadvantaged</b>	86%	83%	67%	79%	71%	80%
<b>Non-Disadvantaged</b>	78%	92%	78%	90%	67%	90%

### Reading

In 2015, the attainment of disadvantaged children was lower than the same group of children nationally and that of non-disadvantaged children across the rest of the school. However greater proportions of disadvantaged pupils achieved L4+ than non-disadvantaged pupils.

### Writing

In 2015, the attainment of disadvantaged children was lower than the same group of children nationally and below that of non-disadvantaged children across the rest of the school.

### Maths

In 2015, the attainment of disadvantaged children was lower than the same group of children nationally and that of non-disadvantaged children across the rest of the school. However greater proportions of disadvantaged pupils achieved L4+I than non-disadvantaged pupils.

### Spelling, Punctuation and Grammar

	SPaG (APS)		SPaG (%)	
	Colburn	National	Colburn	National
<b>Disadvantaged</b>	26.4	27.5	62%	71%
<b>Non-Disadvantaged</b>	28.3	29.9	78%	84%

In 2015, the attainment of disadvantaged children was lower than the same group of children nationally and lower than that of non-disadvantaged children across the rest of the school.

### Attainment (July 2015)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>ARE</b>	<b>9</b>	<b>15</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>
<b>Reading</b>						
Pupil Premium	11	14.2	18.2	21.4	24.9	26.7
Non Pupil Premium	12.8	17.2	20.4	22.2	27	27
<b>Writing</b>						
Pupil Premium	11	13.6	18	19.1	23	25.6
Non Pupil Premium	12.6	16.4	19.3	20.1	25	27
<b>Maths</b>						
Pupil Premium	11.9	15.4	19.2	21.4	24.3	25.9
Non Pupil Premium	12.4	16.8	19.9	22.1	25	27.7

### Pupil Premium expenditure Sep 2015/July 2016

In the academic year 2015 – 2016 the school has been allocated 75,104 in Pupil Premium funding to date. We intend to use this to maintain an increased number of teaching staff in EYFS in order to promote accelerated progress, particularly in the area of speech and language development. In addition we have allocated money to maintain additional support staff in order to provide a broad range of interventions and to improve the quality of support for teaching and learning. We have also appointed a Learning mentor to further promote positive attitudes to learning and offer pastoral support and promote good attendance. Money has also been allocated to continue supporting the existing breakfast club and attendance initiatives to maintain and further enhance good attendance and punctuality. We also continued to develop and enhance our curriculum by extending the range of first hand experiences and opportunities available to our children and provide access to a wider range of learning opportunities.

Use of funding	Cost-£
Breakfast Club Staffing Costs-15 hours ATA per week	6525
Deputy Head Teacher release 0.5 cover cost-full year	13553
Additional teacher FSU -full year	28355

Additional ATA –EYFS 20.5 hours-full year	8853
TA Interventions. 3 x TA X 15hrs per week x 39 weeks	23102
Learning Mentor-full year	21363
Third Space Maths tutoring Year 6 children x 8-1 term	1832
Drumming Tuition-3 Terms. 2.5 hours per week x36	3645
Uniform and PE Kit bursary	500
Themed weeks	6000
East Barnby Subsidy-15 children x £100	1500
Theatre Visit-Darlington	2500
Running Total	117728