

Pupil Premium Report 2016

Early Years

On entry to EYFS the large majority of children enter below age related developmental bands. Our priority is to ensure that all children, including disadvantaged children, make good progress and diminishing the difference between their attainment and that of their peers nationally. The table below demonstrates the achievement of children in the 2015 – 2016 cohort compared to that on entry.

	Disadvantaged children in line with age related expectations on entry to reception	Disadvantaged children in line with age related expectations on exit
FSM (Ever 6)	40%	70%
Service Pupils (Ever 3)	33%	66%
Combined	36%	69%

Key Stage 1

Children overall continue to make better than expected progress across Key Stage 1, diminishing the difference between themselves and their peers. The table shows that the numbers of pupils who are inline with age related expectations increases from entry into Key Stage 1 to their exit in July 2016.

		Disadvantaged children in line with age related expectations on entry to Key Stage 1 (GLD)	Disadvantaged children in line with age related expectations on exit (National Standard)
FSM (Ever 6)	Reading	40%	70%
	Writing	40%	70%
	Maths	40%	70%
Service Pupils (Ever 3)	Reading	33%	67%
	Writing	33%	67%
	Maths	50%	67%
Combined	Reading	38%	69%
	Writing	38%	69%
	Maths	38%	69%

Key Stage 2

Reading

	Colburn	National Average	Colburn Disadvantaged	Colburn Non-disadvantaged
Progress Score	-1.0	0	-1.8	0.6

Writing

	Colburn	National Average	Colburn Disadvantaged	Colburn Non-disadvantaged
Progress Score	0	0	-0.6	1.3

Maths

	Colburn	National Average	Colburn Disadvantaged	Colburn Non-disadvantaged
Progress Score	-1.4	0	-2.4	-0.7

Progress (July 2016)

The table below shows the average number of steps progress (Target Tracker) pupils made towards the new age related expectations for each year group from their starting points in September 2015.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Minimum Expected Steps Progress	5	6	6	6	6	6
Reading						
Pupil Premium	4.4	5.7	6.6	7.9	6.7	8.9
Non Pupil Premium	5.3	6.1	5.2	8.2	8.8	8.2
Writing						
Pupil Premium	4	4.7	6.8	8.7	9.1	6.4
Non Pupil Premium	4.9	5.6	6.7	8.9	11.4	9
Maths						
Pupil Premium	4.6	5.3	4.9	6.9	7.1	8.2
Non Pupil Premium	4.7	5.3	5.8	7.2	7.8	9.5

Attainment

Early years

On entry to EYFS the large majority of children enter below age related developmental bands. The table below shows the proportions of children that achieved the GLD at the end of Reception in 2016.

	Colburn	National Average	Colburn Pupil Premium	National Average	Colburn Non Pupil Premium	National Average
GLD	63%	Awaiting	69%	Awaiting	59%	Awaiting

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 and Y2 phonics-recheck in June 2016.

	Colburn Disadvantaged Pupils	National Average disadvantaged pupils	Colburn non-disadvantage pupils	National Average non-disadvantaged pupils
Year 1	78%	70%	79%	83%
Year 2	80%	86%	100%	93%

Key Stage 1

The table below shows the proportion of pupils achieving the new national standard for the end of KS1 in July 2016.

	Colburn Disadvantaged Pupils	National Average non-disadvantaged pupils	Colburn non-disadvantage pupils
Reading	70%	78%	87%
Writing	70%	70%	87%
Mathematics	70%	77%	87%

Key Stage 2

The table below shows the proportion of pupils achieving the new national standard for the end of KS2 in July 2016.

	Colburn Disadvantaged Pupils	National Average non-disadvantaged pupils	Colburn non-disadvantage pupils
Reading	53%	71%	57%
Writing	71%	79%	100%
SPaG	65%	78%	100%
Mathematics	65%	75%	71%

Pupil Premium expenditure Sep 2016 – July 2017

In the academic year 2016 – 2017, the school has been allocated £67,608 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. We have also 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. Furthermore, we have retained the post of Learning Mentor to further promote positive attitudes to learning and offer pastoral support, and encourage 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 pupils, and provide access to a wider range of learning opportunities.

Planned Pupil Premium Expenditure 2016/17

Use of funding	Cost (£)	Aim
Breakfast Club Staffing Costs - 15 hours ATA per week	6,943	Extend learning opportunities at the start and end of the school day to provide high quality support for booster sessions and homework clubs. Improve overall attendance and punctuality and reduce persistent absence rates of disadvantaged pupils.
Deputy Head Teacher release 0.5 cover cost - full year	12,977	Improve overall attendance and reduce persistent absence rates of disadvantaged pupils. Improve monitoring of attendance and take early action, even when children are not compulsory school age. Manage and evaluate opportunities for children to catch up on work they have missed through additional teaching sessions and intervention programmes.
Additional teacher EYFS - full year	25,955	To ensure that on entry to EYFS, children make accelerated progress from typically low starting points so that they reach their full potential in preparation for school. To address any gaps in prior learning and development, particularly targeting the development of speech and language skills. To develop the characteristics of effective learning i.e. self-esteem, perseverance, resilience and confidence.
Intervention Programmes - full year	23,300	Provide a range of interventions and catch up programmes to accelerate progress and improve outcomes for disadvantaged pupils. Provide opportunities for children to catch up on work they have missed through additional teaching sessions.

Learning Mentor - full year	22,585	Develop pupils' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school. Help pupils work through any issues, which may be affecting their emotional well-being and development. Improve overall attendance and reduce persistent absence rates of disadvantaged pupils.
Third Space Maths Tutoring	2,985	Provide a range of interventions and catch up programmes to accelerate progress and improve outcomes for disadvantaged pupils. Provide opportunities for children to catch up on work they have missed through additional teaching sessions.
Uniform & PE Kit Bursary	500	Ensure that disadvantaged pupils have the necessary equipment they need to participate in and experience a range of curriculum activities.
Themed Curriculum Experiences	6,000	Enhance the curriculum, so that children are able to experience new cultural, social, educational activities to inspire, motivate and challenge their learning.
CPD Metacognition	4,000	To develop pupils' resilience and perseverance and further improve their skills of enquiry and problem solving. To further accelerate the progress of disadvantaged pupils so that the difference between the attainment of these pupils and non-disadvantaged pupils diminishes.
CPD Attachment Awareness	2,000	Provide targeted CPD and support for all staff to develop a collective understanding of attachment issues and further develop and enhance provision for this group of pupils.
Recruitment & Retention	2,000	To develop recruitment and retention strategies that enable the school to fill all SLT posts and teaching vacancies so that consistently high quality teaching can be secured for disadvantaged pupils.
CPD Middle Leadership	3,820	Strengthen the capacity of senior and middle leaders to ensure that actions to improve the quality of teaching are implemented swiftly and monitored robustly. Increase the level of accountability for the performance of disadvantaged pupils amongst middle leaders.
Running Total	111,065	