



Pupil Premium & Early Years Premium



2015-16 Evaluation

Effectiveness of Leadership and Management

Key Priority 1: To improve school self-evaluation and strategic planning to secure even better outcomes for *Pupil Premium and Early Years Premium* pupils.

- School and Subject Leader-led moderation / evaluation of progress, supported by external professionals e.g. Literacy Company.
- Vulnerable Pupils identified and support programmes put in place, via group or individual interventions (see Provision Map).
- School and Subject Leaders and external professionals meet regularly to establish a clear overview of outcomes for pupils.
- Assessment team support all staff through rigorous Pupil Progress meetings.
- All staff take part in cross-school moderation events, checking assessments with a range of other providers.

The Quality of Teaching, Learning & Assessment

Key Priority 2: To raise standards in mathematics by improved teaching and learning for *Pupil Premium and Early Years Premium* pupils.

- Staff all aware of pupils in receipt of Pupil Premium in each class.
- Identified pupils all supported through in-class and out of class intervention support programmes.
- Staff leading interventions keep and share progress records with teachers.
- Subject Leader providing information and training for all staff, ensuring teaching and learning remains of the highest quality.
- Moderation of progress across the whole school monitored.
- Assessment team support all staff through rigorous Pupil Progress meetings.

Steps Attainment Summary

Y6 - All Pupils (28 pupils)

Year 6 (28 pupils)		Number of Pupils (%) assessed in each Band as at Year 6 Summer 2						
Mathematics	No. (%)	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
All Pupils	28 (100%)		2 (7.1%)		2 (7.1%)	3 (10.7%)	21 (75.0%)	
Males	17 (60.7%)		2 (11.8%)		2 (11.8%)	2 (11.8%)	11 (64.7%)	
Females	11 (39.3%)					1 (9.1%)	10 (90.9%)	
FSM	9 (32.1%)		1 (11.1%)			1 (11.1%)	7 (77.8%)	
Not FSM	19 (67.9%)		1 (5.3%)		2 (10.5%)	2 (10.5%)	14 (73.7%)	
Pupil Premium	16 (57.1%)		2 (12.5%)		1 (6.3%)	2 (12.5%)	11 (68.8%)	
Not Pupil Premium	12 (42.9%)				1 (8.3%)	1 (8.3%)	10 (83.3%)	

Key Priority 3: To raise standards in writing by improved teaching and learning for *Pupil Premium and Early Years Premium* pupils.

- Staff all aware of pupils in receipt of Pupil Premium in each class.
- Identified pupils all supported through in-class and out of class intervention support programmes.
- Staff leading interventions keep and share progress records with teachers.
- Subject Leader providing information and training for all staff, ensuring teaching and learning remains of the highest quality.
- External professionals providing additional training for all staff, ensuring teaching and learning remains of the highest quality.
- Moderation of progress across the whole school monitored.
- Assessment team support all staff through rigorous Pupil Progress meetings.

Steps Attainment Summary

Y6 - All Pupils (28 pupils)

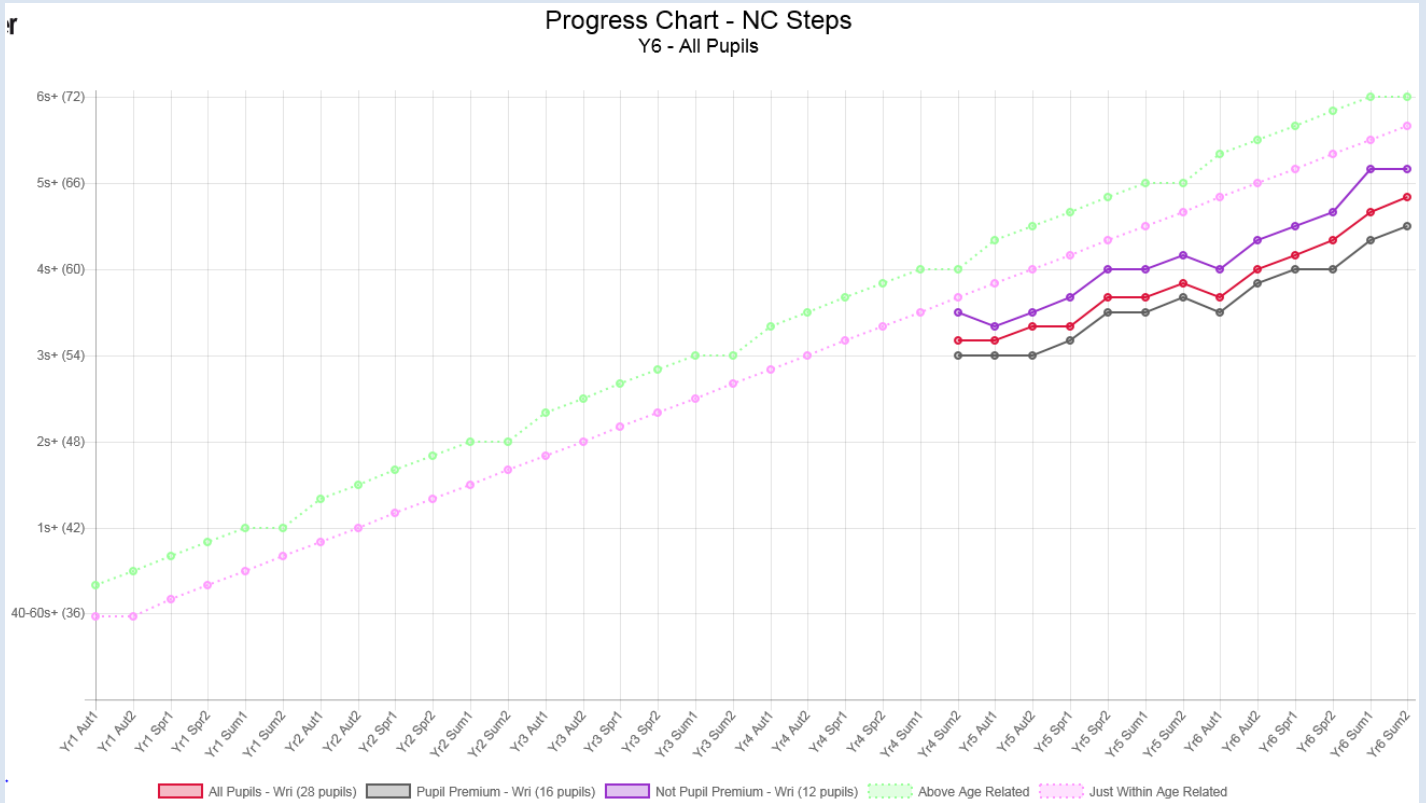
Year 6 (28 pupils)		Number of Pupils (%) assessed in each Band as at Year 6 Summer 2						
Writing	No. (%)	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
All Pupils	28 (100%)	1 (3.6%)	1 (3.6%)	3 (10.7%)	1 (3.6%)	5 (17.9%)	16 (57.1%)	1 (3.6%)
Males	17 (60.7%)	1 (5.9%)	1 (5.9%)	3 (17.6%)	1 (5.9%)	3 (17.6%)	8 (47.1%)	
Females	11 (39.3%)					2 (18.2%)	8 (72.7%)	1 (9.1%)
FSM	9 (32.1%)		1 (11.1%)	1 (11.1%)		2 (22.2%)	4 (44.4%)	1 (11.1%)
Not FSM	19 (67.9%)	1 (5.3%)		2 (10.5%)	1 (5.3%)	3 (15.8%)	12 (63.2%)	
Pupil Premium	16 (57.1%)	1 (6.3%)	1 (6.3%)	2 (12.5%)	1 (6.3%)	3 (18.8%)	7 (43.8%)	1 (6.3%)
Not Pupil Premium	12 (42.9%)			1 (8.3%)		2 (16.7%)	9 (75.0%)	

Outcomes for Pupils

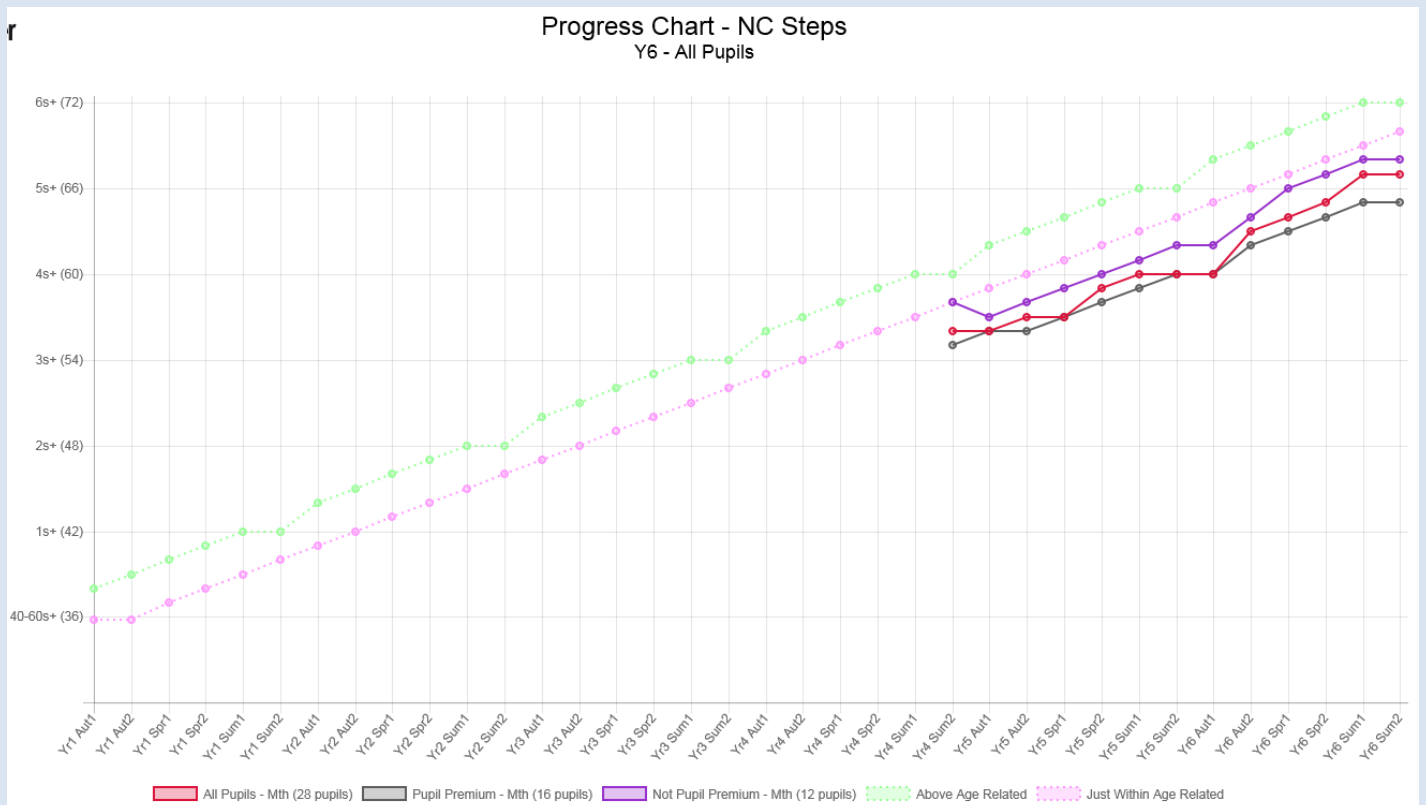
Key Priority 4: To raise attainment in English and Maths, in line with National *Pupil Premium* and *Early Years Premium* pupils.

- Staff all aware of National Expectations and assessment team monitoring progress towards these targets.
- Contextual information shared by all staff, supporting the targeted intervention of additional programmes.
- Profile, moderation and subject knowledge in/of all areas developed, as detailed above.
- All vulnerable group's progress tracked and their progress monitored through Pupil Progress meetings.

Writing



Maths



Personal Development, Behaviour and Welfare

Key Priority 5: To continue to raise aspirations of all stakeholders to improve outcomes for *Pupil*

Personal Development, Behaviour and Welfare

Key Priority 5: To continue to raise aspirations of all stakeholders to improve outcomes for *Pupil Premium and Early Years Premium* pupils.

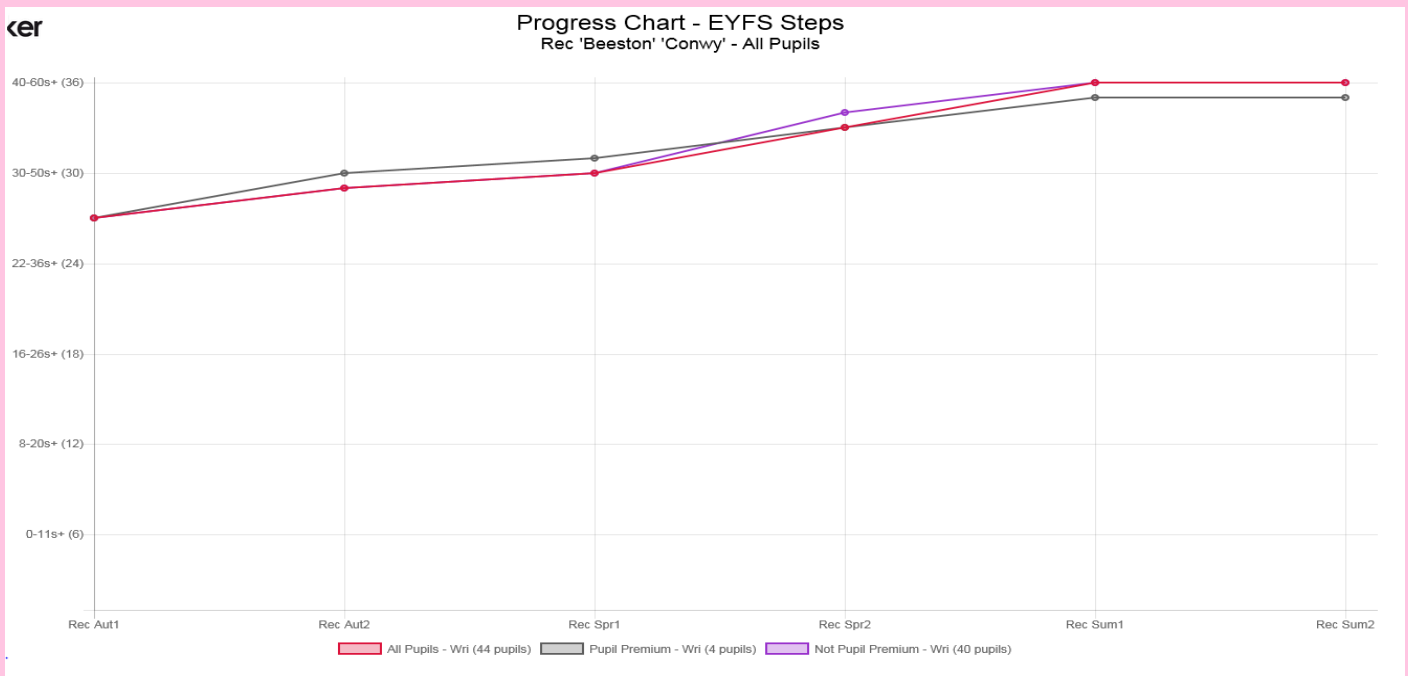
- School's Lead Behaviour Specialist monitors and analyses behaviour patterns for all vulnerable groups.
- Strengths and Difficulties (SDQ) assessments carried out for all children.
- Behaviour support provided through class, school leadership, Nurture, intervention and Safeguarding teams as required.

The Effectiveness of the Early Years Provision

Key Priority 6: To close the gap in attainment with National on entry to FS1, through the provision of a 2 Year Old Nursery, for *Pupil Premium and Early Years Premium* pupils.

- Staff all aware of National Expectations and assessment team monitoring progress towards these targets.
- Contextual information shared by all staff, supporting the targeted intervention of additional programmes.
- Profile, moderation and subject knowledge in/of all areas developed, as detailed above.
- All vulnerable group's progress tracked and their progress monitored through Pupil Progress meetings.

Writing



Maths

