

Pupil Premium Data Publication 2015 -16 academic year

Overview of Lady Modiford's school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	68
Number of pupils for whom the school receives PPG	20
Total amount of PPG received (£)	£23,340

Summary of PPG spending 2015/16

Objectives in spending PPG:

- Curriculum: to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers especially in writing (emphasised KS1) and maths (emphasised KS2)
- Teaching and Learning: to further improve teaching and learning across school and for targeted cohorts especially in writing and challenge in maths
- Wider Outcomes: to provide a range of opportunities for students to access learning opportunities outside the classroom
- Attendance: to implement strategies addressing the attendance gap.
- Well-being: to implement strategies to improve pupils' learning attitudes and social skills.

Summary of spending and actions taken for 2015-16 academic year:

Closing the Y2 gender gap writing Project: £2973

- Course cost - £1953
- county literacy team launch release for class teacher = £180
- KS1 staff release Closing the Gap project 6 day release = £840

Improving Teacher Programme: £3755

- Course - £575
- Teacher release 8 days £1440
- Resources for classroom - £1100
- Mentor release 3 days - £540

KS1 lead teacher support: £3465

- Lead teacher £2385
- Release time - £1080

Subject Leader training: £1800

- Lead teacher release - £720

- Teacher release - £1080

CPD: £2550

- FS training by Senior Teacher for EYFS provision = £540
- SPAG training for literacy lead: £240 + 3 days supply = £780
- Assessment package including P scales (Paid in part) = £150
- Subject leaders CPD (Trust), maths and literacy am = £1080

Thrive: £684

- updated Thrive training 1 day release = £180
- Thrive delivery HLTA release 1 morning/week = £128
- Thrive resource = £176
- School subsidised cost of annual residential for all pupils in Y5/6 and other year group trips: £200 held over for summer residential.

Individualising support at all levels: £9637

- Provision of additional SEN support (SENCO) - £2160 (part paid)
- Release for PPMs etc - £1080
- TA employed 14 hours/week to support interventions for groups and individual as required = £6217 (part paid)
- Visit transition school = £180

Total = £24828

Obviously there are other activities, initiatives and resources the school 'buy in' which support pupils in receipt of the premium. These are the main ways the pupil premium is spent. Some of these monies also assist the needs of other groups of children. The Pupil Premium funding is not used in isolation but alongside the school budget hence the disparity in totals.

The school has also spent more of the budget on Ofsted key priorities from the 'requires improvement' judgement. The majority of this revolves around improvements for all pupils and include PP.

Impact to date:

- **Closing the Y2 gender gap writing Project:** This resulted in the gap beginning to be closed generally. There have been improved opportunities for writing across the curriculum for a variety of different purposes. Moderation of writing with other schools shows that pitch, match and coverage of KS1 writing has improved over the Spring term.
- **Improving Teacher Programme:** Through visits to other settings and moderating a small peer group, the KS1 teacher was able to improve the ongoing daily assessment of children to be more focussed. This in turn enabled vulnerable pupils to be identified more quickly and interventions drawn up including quality first teaching.
- **Individualising support at all levels:** This has allowed teaching to take place in smaller groups in mathematics and literacy to raise attainment and progress. Pupils are supported more effectively by TAs.
- **KS1 lead teacher support:** This has already begun to impact on the progress of KS1 pupils especially in maths where the gap between pupils in 'catch up' and 'expected'

has closed and continues to close.

- **Thrive:** Improved social skills, confidence and attitudes to learning.
- **Subject Leader training:** subject leaders across the school can talk confidently about all pupil groups including those in receipt of PP and are better able to monitor the impact and effectiveness of interventions and first quality teaching.
- **Progress of PP children continues to improve and the vast majority are in line with their peers.**
- There is little evidence so far for the SPAG training delivered to staff as this was close to the end of the Spring term. However staff already feel more confident to deliver all areas of grammar.
- Progress is tracked half termly by teachers. This is reported to the SENCo and SMT. There is an increasing evidence base built up for pupils in receipt of PP and this is enabling staff and leaders to track the group accurately. The School Improvement Partner visit in January concentrated on pupil groups including those in receipt of PP. It stated: 'There is a strong evidence base to show that targeted support for key pupils is being effective, e.g. the newly appointed additional teaching to support vulnerable pupils in Year 2.'

Evidence base:

A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice

- Assessment Data is collected termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed, updating interventions and provision maps.
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given responsibility for pupil premium
- The Teaching and Learning Governors also meet monthly to discuss all progress data.
- majority of triangulated lesson observations are judged as 'good' overall with all target pupils making at least expected progress within lessons and inclusive practice explicit within teaching.

We will use Raise Online, KS2/KS1 tracking, Phonics, EYFS to evaluate impact in terms of attainment and progress.

Pupil Premium funding has had a positive impact on the progress and attainment of those children it supports in the year 2015-2016. The evidence demonstrates academic progress and attainment. This has taken place within an enriched, supportive and nurturing environment in which our children in receipt of Pupil Premium have been able to thrive and develop.

Reading	PP Children	PP APS	Whole APS	Gap
Year 5	1	9	11.2	-2.2 (New)
Year 4	4	8	9.1	-1.1
Year 3	0			
Year 2	2	15.5	12	+3.5
Year 1	3	11.3	10.6	+0.7

writing	PP Children	PP APS	Whole APS	Gap
Year 5	1	9	9.9	-0.9
Year 4	4	7.25	8	-0.75
Year 3	0			
Year 2	2	15.5	12.25	+3.25
Year 1	3	11	11	0

maths	PP Children	PP APS	Whole APS	Gap
Year 5	1	10	9.4	-0.6
Year 4	4	6.25	6.6	-0.35
Year 3	0			
Year 2	2	15.5	10	+5.5
Year 1	3	11	11	0

Y6	% expected progress/+ Reading	% expected progress/+ Writing	% expected progress/+ Maths
4 pupils	75%	100%	50%

Priorities for 2016/17 will include:
Support for children to access Free School Meals.
Payment for resources and staffing to support 'Quality First Teaching'.
Targeted TA support to meet needs identified at Pupil Progress meetings.
Support for extra-curricular activities.
Support for access to trips and visits.
Additional leadership capacity to support Professional development for staff
Improving persistent absences.