

Pupil Premium Grant Impact Report 2013-14



Roecliffe Church of England Primary School
Roecliffe, Boroughbridge, York,
North Yorkshire. YO51 9LY
Tel/Fax: 01423 322302

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress from Key Stage 1 to Key Stage 2, but historically levels of attainment have been lower For FSM (eligible for free school meals) – this is also a national trend. The number of pupils we have eligible for Pupil Premium Grant is low; 2.2% in 2014, compared to 26.6% nationally. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and beyond as they move through the school.

Analysis of the impact of Pupil Premium

	2011-12			2012-13			2013-14			2014-15		
Percentage of FSM pupils	6.7			4.4			2.2					
Number of FSM pupils eligible for the Pupil Premium	@£488	=		@£623	=		@			3	@	£1300
Number of looked after pupils eligible for the Pupil Premium	0	@£488	= £0	0	@£623	= £0	0	@£	= £0			
Number of service children eligible for the Pupil Premium		@£200	=		@£250	=						
Total												

Identifying the gaps

Year 6: Indicator (using data from RAISEonline for 2011 and 2012, and school data for current Year 6. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever6' measure).	2012 gap between FSM / non FSM	2013 gap between FSM and non FSM	2014 gap between FSM and non FSM	2015 predicted gap between FSM and non FSM
Average points score – All Subjects	24.0 / 30.9 -6.9	0	0	15.0/14.8 +0.2
Average points score – reading	27.0 / 30.2 -3.2	0	0	15.0/14.8 +0.2
Average points score – writing	33.0 / 32.5 +0.5	0	0	15.0/15.8 -0.8
Average points score – mathematics	21.0 / 30.7 -9.7	0	0	15.5/15.1 +0.4
Achievement – expected progress in reading	100 %	0	0	100%
Achievement – more than expected progress in reading	0%	0	0	100%
Achievement – expected progress in writing	100 %	0	0	100%
Achievement – more than expected progress in writing	100 %	0	0	50%
Achievement – expected progress in mathematics	0%	0	0	100%
Achievement – more than expected progress in mathematics	0%	0	0	50%
Attendance %	3.7 / 2.1 -1.6	0	0	n/a

Where are the gaps (other year groups) 2013-14

	Year Group	No of Pupils	READING 2013-14 Progress	WRITING 2013-14 Progress	MATHS 2013-14 Progress	End of Year APS (average of R,W,M) July 2013
<i>Pupil Premium Average</i>	EYFS GLD met?					
<i>Non Pupil Premium Average</i>						
<i>Pupil Premium Average</i>	1	13	5.8	4.6	4.8	5.1
<i>Non Pupil Premium Average</i>		11	4.2	3.6	3.3	4.0
<i>Phonics Screening Pupil Premium Average</i>						
<i>Phonics Screening Non Pupil Premium Average</i>						
<i>Pupil Premium Average</i>						
<i>Pupil Premium Average</i>	2	11	4.2	3.6	3.3	4.0
<i>Non Pupil Premium Average</i>		2	9.0	3.0	5.0	3.0
<i>Pupil Premium Average</i>	3	13	4.0	2.9	2.2	4.1
<i>Non Pupil Premium Average</i>		1	6.0	6.0	2.0	4.7
<i>Pupil Premium Average</i>	4	11	5.3	4.0	4.4	4.5
<i>Non Pupil Premium Average</i>		13	3.2	4.3	3.1	3.6
<i>Pupil Premium Average</i>	5	11	1.5	2.0	2.7	2.1
<i>Non Pupil Premium Average</i>		13	3.2	4.3	3.1	3.6
<i>Pupil Premium Average</i>	6	11	1.5	2.0	2.7	2.1
<i>Non Pupil Premium Average</i>		13	3.2	4.3	3.1	3.6

From the end of Reception to the end of Key Stage 1, children are expected to progress 10 points – an average of 5 points per year.

From the end of Key Stage 1 to the end of Key Stage 2, children are expected to progress 12 points, an average of 3 points per Year – an average of 1 point per term.

Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2015 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	n/a
Service children	Attendance is favourable compared with non-service children

Planning and evaluation outline 2014-15

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?
Additional TA & T support in Years 3-6 To run 1:1 intervention programmes for identified pupils (e.g. Overcoming Barriers L3-4 and L4-5)		New	Wave 1 interventions (Quality-first teaching) Importance of quality first teaching (Sutton Trust)	100% of pupils eligible for Pupil Premium to make more than expected progress	In-school termly data tracking. Progress pupil planning and half-termly meeting with HT
Specific Level 6 teaching in mathematics		New	Level 6 Teacher for Pupil Premium pupils	To enable pupils to make more than expected progress in mathematics	Ongoing assessment (using Levels) to ensure pupils make 3 Levels progress in mathematics
To support disadvantaged families with the cost of school trips and attendance at out-of-school events and sporting activities		Continued	Financial assistance with meeting cost of school trips and attendance at out-of-school events and sporting activities	100% participation in extra-curricular activities and out-of-school events	PE Subject Leader to monitor participation in sports events
Data Analysis (disadvantage pupils / non-disadvantaged pupils)	£	New	SIMS assessment tracker	Focused monitoring of pupil progress	Class teachers to report specifically on PPG / Non PPG pupils in termly data analysis.
Feedback and Peer Tutoring <i>(Education Endowment Foundation Toolkit)</i>	£	New	Supply cover for teachers to be released for pupil mentoring	We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.	Class teachers to report specifically on PPG / Non PPG pupils in termly data analysis.

Data for the pupil outcomes table for Year 6 is taken from RAISEonline.

Data for other year groups is from the school's own tracking of pupils' attainment and progress.