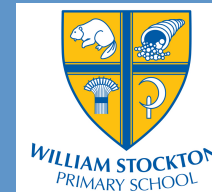




Pupil Premium Grant Expenditure

End of Year 2015/16



William Stockton Primary School's Pupil Premium Profile

	2013/14	2014/15	2015/16
Total number of pupils in the school	350 Reception – Year 6 65 Nursery	292 Reception – Year 6 48 Nursery	240 Reception – Year 6 70 Nursery
Number of PP-eligible pupils:	145	127	160
Amount per pupil:	145 Ever 6 FSM x £953.00 0 Looked After Children x £1900 0 Ever 5 Service x £300	127 Ever 6 FSM x £1300.00 0 Looked After Children x £1900 0 Ever 5 Service x £300	158 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 2 Ever 5 Service x £300
Total pupil premium budget:	£138,185.00	£165,100.00	£209,160.00

Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:

June 2014:

- (+) Pupils who are eligible for the pupil premium funding, including those eligible for free school meals, make good progress.
- (+) The gap in attainment between what they achieve and what other pupils in the school achieve in English and mathematics has narrowed to be just over half a year.
- (+) The school closely analyses the use of the pupil premium funding and is narrowing the gaps in attainment between eligible pupils and their peers.

Summary of school's performance data:

Dashboard February 2016:

- (+) Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in mathematics.
- (+) Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in mathematics.
- (+) The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in mathematics.
- (+) The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils mathematics.
- (+) The proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in mathematics.
- (-) KS2 value added was significantly below average and in the lowest 10% in reading for the group: disadvantaged
- (-) At least twice, KS2 expected progress (or more than expected progress) from starting points for disadvantaged pupils was well below other pupils nationally in reading. *By an amount equivalent to one or more pupils.*

Review of PPG Spending 2014 /15

Strategy and EEF Impact figure**	Outcomes and Impact	Continue (C) or Discontinue (D)
Assertive Mentoring Program (EEF +9 months)	<ul style="list-style-type: none"> Worked well – pupils were aware of their targets and next steps Improved motivation. Improved accuracy in assessment and identification of gaps. 	C
Assertive Mentoring 1:1 TA sessions (EEF +9 months)	<ul style="list-style-type: none"> Worked well – pupils were aware of their targets and enjoy their 1:1 sessions Improved motivation. Improved teaching of targets to eradicate identification of gaps. 	C
TA's in Class (EEF +1 month)	<ul style="list-style-type: none"> Worked well – pupils were aware of their targets Improved motivation. Improved accuracy in assessment and identification of gaps. 	C
A Quiet Place (EEF + 4 months)	<ul style="list-style-type: none"> Some improvements seen for protocol children in behaviour and emotional wellbeing. 	D <i>*Adapted to use practices within class</i>
Early Years Interventions (EEF +6 months)	<ul style="list-style-type: none"> Some improvements seen, not as much as predicted in the EEF grade. 	D <i>*Adapted to early interventions, including catch up</i>
Subsidised trips / Residential (EEF +3 months)	<ul style="list-style-type: none"> Allowed pupils to access the range of trips available. Improved confidence and motivation and social skills 	D – at this level <i>* Strategy continued but using less funding and including extra curricular activities.</i>
Collaborative Learning (Kagan) (EEF +5 months)	<ul style="list-style-type: none"> Worked well – observations saw improvements in on task behaviour and engagement. Improved social skills and confidence 	C

**** EEF = Education Endowment Foundation. This organisation summarises educational research from the UK and around the world to provide school leaders and teachers with guidance on how to best use and spend their resources to improve attainment for pupils. This is expressed in months gained.**

End of Key Stage Data – Three Year Trend

2016 comparison to be added upon the release of RAISE data

KS1	Writing						Reading						Maths					
	RAISE 2013 (in School)	2013 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2013 (in School)	2013 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2013 (in School)	2013 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average
PP	13.4	-0.1	13.8	+0.1	15.0	+1.0	15.0	+0.2	15.7	+0.7	16.0	+0.8	14.8	0	15.4	+0.4	17.0	+1.9
NON- PP	13.1	-2.4	14.0	-1.6	15.3	-0.5	15.6	-1.2	15.5	-1.5	15.7	-1.4	14.6	-1.9	15.6	-1.1	16.7	-0.2
DIFFERENCE	+0.3		-0.2		-0.3		-0.6		+0.2		+0.3		+0.2		-0.2		+0.3	

KS2	Writing						Reading						Maths					
	RAISE 2013 (in School)	2013 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2013 (in School)	2013 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2013 (in School)	2013 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average
PP	24.2	+1.7	24.3	-4.3	27.5	-0.9	23.2	-3.7	25.7	-4.0	27.3	-0.3	23.8	-3.2	26.7	-3.1	30.3	+0.3
NON- PP	27.9	-0.4	27.0	-1.6	27.0	-1.9	26.1	-3.1	28.1	-1.6	27.0	-2.6	26.7	-2.8	29.0	-0.5	31.0	+1.2
DIFFERENCE	-3.7		-2.7		+0.5		-2.9		-2.4		+0.3		-2.9		-2.3		-0.7	

Self Evaluation					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>Improve attainment and progress in Reading, Writing and Maths for PP pupils.</p>	<ul style="list-style-type: none"> Attendance / Punctuality Reading and writing stamina Mastery / Using and Applying Skills Learning behaviour and emotions (disengagement / confidence / motivation / aspirations) 	<ul style="list-style-type: none"> Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations) Pupils have knowledge of targets, next steps and how to achieve these. 	<ul style="list-style-type: none"> 85% pupils reach ARE in Reading, Writing and Maths. Expected / more than expected progress for PP to be at least inline with national figures. 	<ul style="list-style-type: none"> Accelerated Reading Specialist Maths Teacher Cross-Curricular writing 1:1 AM (Assertive Mentoring) Catch up activities for children arriving late for school / absence Targeted interventions, including pre and post teaching sessions. Booster sessions in Years 2 and 6. Cultural trips and extra curricular activities. 	<p>End of Autumn:</p> <ul style="list-style-type: none"> Less than 85% of pupils are reaching ARE in Reading, Writing and Maths. Team Leaders are targeting this in team meetings. PP Reading progress is generally better than that of Non-PP across the school. Writing progress for PP will be a focus in the Spring term. Maths in Reception to Year 3 is less for PP than Non-PP. This will be targeted in the Spring Term. <p>End of Spring:</p> <ul style="list-style-type: none"> Greater than 85% ARE has been achieved in Year 1 Reading and Maths. Less than 85% of pupils are reaching ARE in Reading, Writing and Maths (except that detailed above). Team Leaders are evaluating practice with their teams and will continue to target this in team meetings. Maths and Writing progress for PP will be a focus in the Summer Term. <p>End of Summer:</p> <ul style="list-style-type: none"> Greater than 85% ARE has been achieved in all areas in Reception. Greater than 85% ARE has been achieved in Reading and Writing in Year 6. Greater than 85% ARE has been achieved in Reading Year 2. Less than 85% of pupils are reaching ARE in Reading, Writing and Maths (except that detailed above), although in Year 1, 2 and 6 (Maths) the % is in the 70's . Team Leaders are evaluating practice with their teams and will target this next academic year.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To reduce the gap between PP and Non-PP in Maths by the end of KS2.</p>	<ul style="list-style-type: none"> Attendance / Punctuality Mastery / Using and Applying Skills Learning behaviour (disengagement / confidence / motivation / aspirations) 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> 85% pupils reach ARE in Maths. Expected / more than expected progress for PP to be at least inline with national figures. Gap between PP and Non-PP reduced by the end of KS2 	<ul style="list-style-type: none"> Specialist Maths Teacher 1:1 AM Catch up activities for children arriving late for school / absence Booster sessions in Years 6. Kagan lesson activities 	<p>End of Autumn:</p> <ul style="list-style-type: none"> In Reception there is no gap between PP and Non-PP in Maths. In KS1 PP pupils are attaining slightly more than Non-PP. KS2 shows a gap of over 1 point, with Non-PP out performing PP. This is a target for the Spring Term. <p>End of Spring:</p> <ul style="list-style-type: none"> In Reception a slight gap between PP and Non-PP in Maths has developed – This is a focus in EYFS for the Summer Term. In KS1 there is no longer gap between PP and Non-PP in Maths. This will be monitored to ensure the decline does not continue. The gap in KS2 has increased slightly, with Non-PP out performing PP. This is a target for the Summer Term. <p>End of Summer:</p> <ul style="list-style-type: none"> In Reception PP have attained slightly more than Non PP. Therefore the gap is in favour of PP. The gap in KS1 has increased slightly, with Non-PP out performing PP. This is a target for the next academic year. The gap in KS2 has decreased slightly, with PP out performing Non-PP.
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<p style="text-align: center;">Summary of PPG Spending 2015 /16</p>				
<p style="text-align: center;">Strategy</p>	<p style="text-align: center;">Outcomes and success criteria</p>	<p style="text-align: center;">Owner</p>	<p style="text-align: center;">Cost per pupil</p>	<p style="text-align: center;">Total cost</p>
<p>Assertive Mentoring Program (EEF +9 months)</p>	<ul style="list-style-type: none"> 85% ARE in Reading, Writing and Maths. Improved progress of PP pupils – closing the gap between PP and non PP pupils Improved teaching of basic skills Improved focus and targets for pupils Improved feedback (1:1) 	<p>DA, KM, KB, SF, SH</p>	<p>£69.75</p>	<p>£11,160.00</p>
<p>Assertive Mentoring 1:1 TA sessions (EEF +9 months)</p>	<ul style="list-style-type: none"> 85% ARE in Reading, Writing and Maths. Improved progress of PP pupils – closing the gap between PP and non PP pupils Improved interventions for the teaching of basic skills Improved focus work on pupils targets 	<p>KM, KB, SF, SH</p>	<p>£125.00</p>	<p>£20,000.00</p>
<p>Learning Mentor (EEF +4 months)</p>	<ul style="list-style-type: none"> 85% ARE in Reading, Writing and Maths. Improved progress of PP pupils – closing the gap between PP and non PP pupils Improved attendance and punctuality Improved emotional wellbeing and confidence Improved feedback and target work (1:1) 	<p>JB</p>	<p>£150.00</p>	<p>£24,000.00</p>
<p>TA's in Class (EEF +1 month)</p>	<ul style="list-style-type: none"> 85% ARE in Reading, Writing and Maths. Improved progress of PP pupils – closing the gap between PP and non PP pupils Improved support during lessons / targeted intervention / target work 	<p>KM, KB, SF, SH</p>	<p>£625.00</p>	<p>£100,000.00</p>

Early Interventions, including catch up (EEF +6 months)	<ul style="list-style-type: none"> 85% ARE in Reading, Writing and Maths. Improved progress of PP pupils – closing the gap between PP and non PP pupils Reduce gaps in pupils learning due to missed learning Pre and post teaching activities allowing pupils to access more learning 	KM, KB, SF, SH	£62.50	£10,000.00
Subsidised trips, Residentials and extra curricular activities (EEF +3 months)	<ul style="list-style-type: none"> Improved knowledge and understanding of the world around them Increased aspirations and understanding of opportunities available to them. Increased confidence and social skills. Improved independence. 	MA, DA	£250.00	£40,000.00
Collaborative Learning (Kagan) (EEF +5 months)	<ul style="list-style-type: none"> 85% ARE in Reading, Writing and Maths. Improved progress of PP pupils – closing the gap between PP and non PP pupils Improved learning behaviour, motivation and on-task behaviour Improved social skills and confidence 	SH (and TLs)	£12.50	£2,000.00
Year 6 SATs Boosters (EEF +6 months)	<ul style="list-style-type: none"> 85% ARE in Reading, Writing and Maths. Improved progress of PP pupils – closing the gap between PP and non PP pupils PP pupils to make at least expected progress from KS1 to KS2 Improved focus and targets for pupils 	SH, GF	£12.50	£2,000.00
Total pupil premium expenditure:				£209,160.00

PUPIL PREMIUM GAP ANALYSIS, recorded in ATP (Average Tracker Points).

WRITING	Reception Baseline	Final APS 2015 Year 1-6	ATP Autumn End			ATP Spring End			ATP Summer End 2016		
			Reception	KS1	KS2	Reception	KS1	KS2	Reception	KS1	KS2
PP	5.8	18.5	7.6	10.9	16.9	8.8	12.1	19.0	9.3	14.0	26.0
NON- PP	5.5	19.3	7.8	10.7	17.6	8.5	12.0	19.7	9.1	14.9	26.8
DIFFERENCE	+0.3	-0.8	-0.2	+0.2	-0.7	+0.3	+0.1	-0.7	+0.2	-0.9	-0.8

READING	Reception Baseline	Final APS 2015 Year 1-6	ATP Autumn End			ATP Spring End			ATP Summer End 2016		
			Reception	KS1	KS2	Reception	KS1	KS2	Reception	KS1	KS2
PP	5.3	19.5	7.5	11.3	18.7	8.6	12.4	19.8	9.3	14.5	26.4
NON- PP	5.3	20.2	7.5	11.2	19.2	8.5	12.3	20.5	9.1	15.4	26.9
DIFFERENCE	0.0	-0.7	0.0	+0.1	-0.5	+0.1	+0.1	-0.7	+0.2	-0.9	-0.5

MATHS	Reception Baseline	Final APS 2015 Year 1-6	ATP Autumn End			ATP Spring End			ATP Summer End 2016		
			Reception	KS1	KS2	Reception	KS1	KS2	Reception	KS1	KS2
PP	5.8	19.7	7.5	11.2	19.1	8.5	12.4	20.1	9.2	14.1	27.0
NON- PP	5.5	20.4	7.5	11.1	20.2	8.7	12.4	21.3	9.1	15.6	26.9
DIFFERENCE	+0.3	-0.7	0.0	+0.1	-1.1	-0.2	0.0	-1.2	+0.1	-1.5	+0.1

In 2014 a new Primary Curriculum was launched with the most significant changes being in Math's, English and Computing. . The Prime Minister commented that this curriculum is "rigorous, engaging and tough". In Math's children are now expected to learn more from an earlier age and in English more importance has been placed on spellings and one example of the content change is that children are to learn more Shakespeare.

The new style SATS tests come into force this year, May 2016, and results will no longer be reported as levels as these have been removed. Instead there will be a raw score of actual marks and a scaled score, which will say whether they have reached the national average. This is yet to be decided.

For 2016, the Floor Target is set at 65%. This means that a school is expected to obtain at least 65% of their pupils reaching Age Related Expectations (ARE). However, if a school does not achieve 65%, the progress that the pupils have made will be taken into account and schools will not be classed as under floor if pupils have made sufficient progress in all of English Reading, English Writing and Mathematics scores.

End of Summer Term 2016 Progress

Reception	The progress of Pupil Premium and Non Pupil Premium is broadly inline.
Year 1	The progress of Pupil Premium and Non Pupil Premium is broadly inline for Reading. However, in Maths and Writing Non Pupil Premium made slightly more progress over the year.
Year 2	The progress of Pupil Premium and Non Pupil Premium is broadly inline for Writing. However, in Maths and Reading Non Pupil Premium made slightly more progress over the year.
Year 3	The progress of Pupil Premium is less than that of Non Pupil pupils.
Year 4	In Reading the progress of Pupil Premium is slightly more than that of Non Pupil Premium pupils. The progress in Writing is broadly inline for Pupil Premium and Non Pupil Premium pupils. However, in Maths the Non Pupil Premium pupils are making more progress than the Pupil Premium pupils.
Year 5	The progress of Pupil Premium and Non Pupil Premium is broadly inline for Writing. However, in Maths and Reading Non Pupil Premium made slightly more progress over the year.
Year 6	The progress of Pupil Premium and Non Pupil Premium is broadly inline.

Pupil Premium Attainment Range Per Year (End of Summer 2016)

Reception (16)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0%	6%	75%	19%	0%	94%
Writing	0%	0%	81%	19%	0%	100%
Maths: Numbers	0%	6%	75%	19%	0%	94%

KS1:

Year 1 (14)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0%	7%	50%	43%	0%	93%
Writing	0%	21%	72%	7%	0%	79%
Maths	0%	28%	58%	14%	0%	72%

Year 2 (21)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	10%	14%	62%	14%	0%	76%
Writing	10%	19%	66%	5%	0%	71%
Maths	10%	19%	61%	10%	0%	71%

LKS2:

Year 3 (19)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	16%	16%	32%	25%	11%	68%
Writing	21%	42%	32%	5%	0%	37%
Maths	11%	21%	36%	21%	11%	68%

Year 4 (14)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	14%	29%	43%	7%	7%	57%
Writing	29%	14%	43%	14%	0%	57%
Maths	21%	21%	44%	7%	7%	58%

UKS2:

Year 5 (15)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0%	60%	20%	20%	0%	40%
Writing	7%	60%	13%	20%	0%	33%
Maths	13%	47%	20%	20%	0%	40%

Year 6 (9)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	11%	0%	56%	33%	0%	89%
Writing	11%	0%	78%	11%	0%	89%
Maths	11%	11%	22%	56%	0%	78%

Review of Impact (process)

- Weekly team meetings – Team Leaders and Teachers monitor progress, share good practice and raise concerns.
- Data analysis – Every 6 weeks, teachers input Assertive Mentoring data and Teacher Assessments into Student Pupil Tracker (school data system). DA and TLs analyse the data to identify areas of strengths and weaknesses, identifying progress, attainment, gaps and groups. This feeds into staff meetings and team meetings to plan next steps.
- Senior Leadership Team (SLT) regularly scrutinize planning, work and lessons to ensure quality provision.
- Staff appraisal targets linked to progress.
- Weekly SLT meetings, making decisions according to our SOS principles of 'What works well we do more of, what doesn't work well we'll stop / change'
- Link Governor for PP and governors are informed at Full Governor Body meetings.