



Shiremoor Primary School

Pupil Premium

2015-16 Financial Year allocation was £210,200

2015-16 Academic Year allocation was £194,433

Rationale

Pupil premium was introduced in April 2011. The aim is to raise attainment of children from low income families. Pupil premium funding is applicable for families who have been eligible for free school meals in the last six years, children who have been looked after continuously for more than six months and children with parents in the forces.

The funding is to be used to address inequalities in educational results. The level of pupil premium in the current financial year is as follows:

Disadvantaged Pupils	Pupil Premium per Pupil
Pupils in Reception to Year 6 recorded as Ever 6 FSM	£1,320
Looked After Children (LAC)	£1,900 This money s confirmed and only released by Virtual Headteacher. This money is not

	allocated to the school.
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a special Guardianship or Residence Order	£1,900
Pupils in Reception to Year 6 recorded as Ever 4 Service Child or in receipt of a children pension from the Ministry of Defense.	£300

Pupil Premium Information for Shiremoor Primary School

Currently at Shiremoor 38% of our pupils are eligible for Pupil Premium funding. This is based on those children from Reception to Year 6 who have had FSM in the last 6 years.

Barriers and Challenges Facing Disadvantaged Pupils

Many of our children start school with low self-confidence, self-esteem and are significantly below other children of their age in the area of emotional development. Some parents, who may have struggled themselves academically and do not always provide high aspirations for their children, access the learning that they are entitled to. Some of our children arrive at school without the basics for a positive start such as being well rested, well clothed and well fed. Many pupils were attending school without having breakfast and some describe a poor diet offered to them in the home. This impacted heavily on concentration levels and tiredness as well as feeling fully prepared for learning.

Attendance and punctuality levels of our Pupil Premium children were lower than their peers and this widened the attainment gap in all areas. 90% of the children live in the 5 most deprived deciles. 29% live in the 20% most deprived deciles nationally. The high levels of social deprivation and poverty in the local community are high and this has an impact on children's life experiences and can sometimes place stress or pressure on the family.

Vision:

Shiremoor Primary School has a strong history of successfully targeting intervention towards pupils who need additional support to achieve their potential. Building on methods that have worked well in the past, the receipt of extra money has enabled the school to work with pupils and their parents to improve learning for children.

Provision

The range of provisions the Governors chose to action:

<u>Action Taken</u>	<u>Accountability measures</u>
Employment of a Lead Learning Mentor to improve attendance, remove barriers to learning and leave senior staff free to concentrate on educational standards.	Attendance data, progress for individual children whose families have received support and family support data

Employment of trained support staff to deliver targeted intervention and support for groups and individuals including the delivery of speech therapy support.	Progress of children from start to finish of each intervention
Employment of a specialist English Teacher to target children for intervention and to support staff in ensuring that children progress in their writing	Statutory data for writing
A specialist maths teacher, non-class based in year 6, to improve attainment and progress in maths	End of Year 6 SATS data for maths
A non- class based Deputy Head who uses a portion of her time analyse data to enable correct targeting of children for support, oversees the standard of learning of Pupil Premium children and carries out moderation of work to ensure progression.	Wider data information re: Pupil Premium and case studies for individual children.
Employment of Breakfast Club staff to ensure all children can access a meal prior to starting school each day	Number of children accessing free breakfast and qualitative data around how they are learning in school.
Employment of an addition teacher in Year 3 to keep class sizes small to impact on leaning,	Attainment and progress data for current Year 3 and as they move into Year 4.
Visits out of school to broaden general knowledge and vocabulary	Qualitative information about the knowledge and vocabulary that the children have gained from the visits.
Free Sports Clubs for all children	Qualitative and quantitative data on participation rates and enrichment opportunities.
Subscription for Mathletics, SPAG, ASE Membership., Science	Quantitative data from Mathletics and SPAG re: progress of individuals. Qualitative data re: use of other subscriptions to impact general knowledge.,
Corridor iPads	Qualitative data from teacher about impact of iPads on targeted children's work in class. Quantitative data form Mathletics and SPAG.

Impact

- ⇒ Feedback – high impact with a low cost and moderate evidence and research.
- ⇒ Homework- low impact and cost but limited evidence.
- ⇒ Meta-cognition and self-regulation- high impact for a very low cost based on extensive evidence and research.

- ⇒ Early Years Intervention- moderate impact with high costs. Holds extensive research and evidence.
- ⇒ Teaching & Learning Toolkit and Oral Language Intervention – moderate input with very low cost based on extensive evidence.
- ⇒ Outdoor Adventure learning- moderate impact and cost based on limited evidence.
- ⇒ Phonics- moderate impact but very low costs, based on extensive evidence.
- ⇒ Reading Comprehension Strategies- moderate impact with low costs based on extensive research evidence.
- ⇒ Reducing class size- moderate impact with very high cost. This is based on moderate research evidence.
- ⇒ Sports Participation- has low impact with a moderate cost, however, there is limited evidence.
- ⇒ Teaching Assistants- low impact for a high cost, based on limited evidence

Attendance

	2013-14	2014-15	2015-16	National	Within this:
Absence We are national 3 rd quartile	4.3%	4.0%	3.1%	4.0%	Boys 3.1% Girls 3.0% FSM6 3.3% SEN 0.6%/3.6% EAL 2.4
Persistent Absence	4.6%	8.8%	4.5%	9.2%	13 Pupils Boys 5.1% Girls 3.7% FSM6 5.2% SEN 0%/7.3% EAL 0

In 2013-14 we were in the National 3rd Quartile for absence.

In 2014-15 we were in the National 3rd Quartile for absence.

In 2015-16 we were in the National Top Quartile for absence.

In 2013-14 we were in the National 2nd Quartile for persistent absence.

In 2014-15 we were in the National 3rd Quartile for persistent absence.

In 2015-16 we were in the National Top Quartile for persistent absence.

KS2 FSM6

<u>Curriculum Area</u>	<u>Story</u>	<u>Analysis of Non- FSM6 to FSM6</u>
Reading Key Stage 2	FSM6	-37% at expected level

Writing Key Stage 2	FSM6	-17% at expected level
Maths Key Stage 2	FSM6	-30% at expected level.

More of our Non-FSM6 than those nationally achieved expected standard in all areas other than reading where they were in line with national at 72%. Our FSM6 were above those nationally where we targeted support in Writing and Maths.

KS2 2015-16

% Non-disadvantaged	Reading: expected progress	Writing expected progress	Maths: expected progress	RWM
School	72%	89%	94%	72%
National	72%	79%	75%	60%

% Disadvantaged	Reading: expected progress	Writing expected progress	Maths: expected progress	RWM
School	36%	71%	64%	29%
National	53%	64%	57%	39%

In Writing and Maths, where we targeted resources, more of our FSM6 than those nationally achieved expected standard.

Year 6 Pupil Premium Impact Study

Pupil 1

Low prior attainer – prior attainment score of 9.

Interventions from PW for reading and writing, VH for Maths

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<u>Attainment</u>	100	At standard	102
<u>Progress</u>	2.74	6.31	6.67

Pupil 2

Middle prior attainer- prior attainment score of 15.

Interventions from PW for writing.

	<u>Writing</u>	<u>GPS</u>
<u>Attainment</u>	At standard	107

Progress	0.22
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Pupil 3

Low prior attainer- prior attainment score of 10.
Interventions from VH for Maths

	Maths
Attainment	102
Progress	2.23

Pupil 4

Middle prior- prior attainment score of 9
Interventions from PW for writing.

	Writing	GPS
Attainment	At standard	108
Progress	6.31	

Pupil 5

Very low prior attainer- prior attainment score of 6.
Interventions from PW for reading and writing, VH for Maths

	Reading	Writing	Maths
Attainment	96	At standard (100 GPS)	101
Progress	5.24	13.86	7.89

Pupil 6

Middle prior attainer- prior attainment score of 12
Interventions from PW for reading and writing, VH for Maths

	Reading	Writing	Maths
Attainment	100	At standard (100 GPS)	109
Progress	-0.62	2.25	8.5

Pupil 7

Middle prior attainer- prior attainment score of 9.
Interventions from PW for writing.

	Writing	GPS
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Attainment	At standard	103
Progress	2.25	

Pupil 8

Middle prior attainer- prior attainment score of 12.

Interventions from PW for reading and writing.

	Reading	Writing
Attainment	107	At standard (108 GPS)
Progress	6.38	2.25

Pupil 9

Middle prior attainer- prior attainment score of 14.

Interventions from VH for Maths.

	Maths
Attainment	110
Progress	1.42

EYFS 2016

56% of our FSM6 children achieved a 'Good Level of Development' at the end of EYFS. This was 23% better than last year.

The percentage of children overall achieving a 'Good Level of Development' is in line with National at 69%.

Year 1

The percentage of FSM6 children achieving on the phonics screening for Year 1 was in line with all Non- FSM6. FSM6= 84%, Non-FSM6 = 85%. This is higher for both groups than last year's national result of 80.5%.

FSM6 children are achieving in a 3 year upward trend.

KS1 2016

% Non-disadvantaged	Reading: expected progress	Writing expected progress	Maths: expected progress	RWM
School	90%	84%	81%	77%
National	77%	69%	76%	64%

% Disadvantaged	Reading: expected progress	Writing expected progress	Maths: expected progress	RWM
School	58%	58%	68%	58%

National	72%	52%	59%	46%
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Other than in reading, KS1 FSM6 children outperformed the same group nationally.

Greater Depth

% Non-Disadvantaged	Reading: greater depth	Writing greater Depth	Maths: greater depth	RWM
School	32%	16%	19%	13%
National	26%	15%	20%	10%

% Disadvantaged	Reading: greater depth	Writing greater Depth	Maths: greater depth	RWM
School	16%	16%	11%	11%
National	13%	7%	10%	4%

A higher percentage of our FSM6 children achieved 'Greater Depth' in all areas than those children nationally.