

Evaluation of Impact of Pupil Premium Monies 2016-2016

Outcomes for disadvantaged pupils

Keystage1

The impact of the 'Quality Teach First' approach and interventions has been **outstanding**. The year 1 phonics screening test pass rate was **98%** for the cohort (**47 pupils**).

All **100%** of disadvantaged students (**11 pupils**) met the **32/40** threshold for the phonics screening test.

Year 2 Phonics Test Recheck

The combined pass rate for the Phonics Screening Test was **94%**.

75% of disadvantaged children passed the phonics screening recheck test. However, please note this group are also registered with special educational needs and have ECHP plans.

In **Year 2** a '**Family Phonics Club**' gave Pupil Premium children the opportunity to work and learn alongside their parents or carers. Parental surveys carried out after each session reported a very positive impact on their child in areas such as confidence, self-esteem, in addition to specific curriculum skills focussed on via the **Read Write Inc** programme.

End of keystage 1 results indicate that the progress of disadvantaged pupils and pupils who have special educational needs matched or exceeded that of other pupils with similar starting points.

Against national comparisons the whole **Keystage 1 cohort** exceeded the expected standard or above **in all subjects**.

	School Ex	School High	School PP Ex	NA 2016 (Provisional) Ex	NA 2016 (Provisional) High
Reading	92%	26%	100%	74.0%	23.6%
Writing	88%	18%	100%	65.5%	13.3%
Maths	92%	30%	100%	72.6%	17.8%
Science	92%	-	100%	81.8%	-
RWM	88%	16%	100%	60.3%	8.9%
RWMS	88%	-	100%	59.8%	-

* All Keystage 1 outcomes were externally moderated and verified as accurate.

End of Keystage 2

2016 was the first year of the revised national tests with higher expectations and standards to be attained against new national thresholds. The funding was used in a variety of ways intended to accelerate the learning progress of disadvantaged pupils.

Outcomes of Shanklea Primary School provide evidence that in most subjects the intervention and booster groups were effective.

	School Ex	School High	School PP Ex	NA 2016 (Provisional) Ex	NA 2016 (Provisional) High
Reading	63.2%	0%	45.5%	66%	1.1%
GPS	87.8%	0%	72.7%	72%	0.8%
Maths	86.0%	0%	90.9%	70%	0.3%
Writing TA	89.5%	28.1%	81.8%	74%	14.7%
RWM	61.4%	0%	45.5%	53%	<0.1%

- * TA denotes Teacher Assessment
- * National results for High attainment and the performance of specific groups are pending.

Future Implications

Some teaching and learning improvements and strategies will continue in the same way this academic year, 2016-2017. Additional specialist teachers in English and Maths will reduce class sizes and provide clearly differentiated subject specific teaching and interventions.

Keystage 1 and Keystage 2 gifted and talented booster sessions will improve the **High** outcomes for more able pupils.

Analysis of 2016 SATs shows a requirement to improve Reading performance, particularly for those disadvantaged pupils reaching the expected standard or above. New reading strategies will be implemented and embedded through the upskilling of all staff and reviewing the positive impact of focussed interventions across the curriculum.

Those disadvantaged students needing catch-up sessions for missed work have the option to use lunchtimes and a weekly homework club to practise and challenge themselves further. For example, raising aspirations and experiences for Pupil Premium pupils via an e-learning platform and specialised English and Maths programmes should re-engage them and ensure better outcomes.

A '**Families Reading Together**' 10 week course should support parents in raising pupil achievement and homework provision over time.

The appointment of an **Inclusion Mentor** will be used to mentor pastorally any under achieving students reducing school refusers and anxiety, improving attendance and punctuality and impacting upon behaviour.