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| **Pupil Premium Grant (PPG) Spending Report for 2014/15**   |  |  | | --- | --- | | Total Number of pupils on roll (excluding Nursery) | 359 | | |  |  | | --- | --- | | Total number of pupils eligible for PPG | 51 | | 51 | | Total amount of PPG received | £70, 840 | |
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The funding from Pupil Premium has been used in a variety of ways intended to enhance the learning and experiences of Pupil Premium children. Recognising that different Pupil Premium children have widely differing needs and respond to differing provisions we ensure we use a variety of approaches. Some of these have been shown through research by the Suffolk Trust, the Education Endowment Fund and others to be effective. Others are approaches that our own experiences demonstrate work for us at Shanklea.

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| **KEY FOCUS** | **STRATEGY** | **COST** | **EVALUATION OF IMPACT** | **FUTURE IMPLICATIONS** |
| 1. TEACHING AND LEARNING IMPROVEMENTS | 2 Additional teachers and one- to-one tuition - subject specific interventions | £40,000  £5, 000 | Smaller group sizes, improved aspirations | To be continued in the same way this academic year. Talk Boost and KS2 Gifted and Talented Boosters key emphasis based upon self- evaluation. |
| CPD – Reading Recovery and Maths interventions – in each phase  1st Class @ Number/Success@ arithmetic Programmes | £7, 500 | In-house and external continued professional development courses ran for staff in a range of specialist areas to ensure T and L  is consistent across the school | Further CPD opportunities to be researched and supported to continue to train staff and share outstanding and good practice |
| 2. IMPROVING LITERACY AND NUMERACY | Spelling programme | £2,000 | Literacy strategies used to improve the reading/writing of key students, impacting positively across curriculum | Literacy strategies to be continued and enhanced through up-skilling Teaching assistants and re-aligning focus groups |
| Maths software  Maths | £1,500 |
| 3. IMPROVING TEST RESULTS | SLT with key responsibility | £1,000 | One of many key foci of the SLT. | New SLT appointed with a key responsibility to focus on raising aspirations and attainment of PP students and narrow the attainment gap |
| Lunchtime supervision and mentoring incorporating study strategies | £5,000 | Raised aspirations and experiences for PP students, students formed links and experience to re-engage them | To be continued this academic year.  Students needing catch up sessions for missed work to use lunchtimes and homework club under learning mentor 1-1 sessions |
| 4. RAISING ASPIRATIONS | Raising Achievement Groups |  | TA led small intervention groups for students not accessing a full curriculum  £3,000 | To be continued this academic year |
| Family Learning | £500 | Extra mentoring advice and support offered to PP students – family learning and targeted pupils for catch up – phonics | To be continued this academic year |
| 5. PASTORAL STRATEGIES | Assistant SENC0 |  | % of Assistant SENC0 time spent on helping and supporting PP students; literacy interventions, in-class support, Raising Achievement groups | All to be continued this academic year under a priority system |
|  | Castle mentors |  | Castle mentors working with cohorts of pupil premium students and nurturing them | Re-structuring of the Castle mentor team completed: Castle mentors become Year mentors with specialist focus.  Cohorts reduced and focus re-aligned to ensure effective mentoring |
| Teaching assistants | £5,000 | Teaching assistants used to pastorally mentor underachieving students, reducing school refusers/anxiety, improving attendance and punctuality, improving behaviour.  Reduced exclusions, better pastoral mentoring , increased self-esteem, improved behaviour | Data will be analysed by SLT and used to identify vulnerable groups allocated to for intervention and mentoring. |
| Attendance and EWO Services |  | Increased attendance of PP cohort through intervention strategies | To be continued this year |
| Looked After Children Staff |  | Cohort continually monitored, supported, progress tracked and liaison with external agencies maintained in order to secure best outcomes for LAC students – male teaching assistant support for role model | To be continued this year |
| Uniform | £500 | PP students given opportunity to be  able to access trips/shows/clubs/uniform/ equipment –achieving equality and ensuring raised aspirations for all | To be continued this academic year |
| Equipment | £1000 |
| Clubs/trips | £3000 |
| OSSC Club | £500 | PP students received breakfast and an opportunity to prepare themselves for the day | Breakfast club set from this academic year and aimed at a specific cohort of PP students with a focus on homework, equipment and pastoral coaching  Parent returning to employment £3,000 |

**Summary of spending for 2014-2015 – £ 77,300 and evaluation of Impact of Pupil Premium Spending**

* Increased levels of participation of PP children in our Edinburgh visit meant 100% of our Y6 children PP children participated 2015 and this contributed to a 95% overall participation rate for the year group.
* The impact of the intervention groups has been good. Regular surveys carried out after each 6 week intervention show parental feedback has been consistently very positive with many commenting on the positive impact on their child in areas such as confidence, self-esteem, in addition to the specific curriculum skills focussed on by the intervention. Children have made similar comments and have enjoyed being part of the groups. A high proportion of pupils have met their group targets.
* All children have been profiled against our attributes and have increased their awareness of their own learning strengths and development areas. Research shows this of particular benefit to many PP children.
* In 2015, by the end of KS2, we were pleased that the performance of our pupil premium children in each subject at level 4 was above the national average.

Performance was also better than that of our non-PP children and our gap was less than that seen nationally. Performance of PP children is slightly better than non-PP children at level 4 in individual subjects. Level 5 PP performance is less strong than non-PP children in English although the gap is less than that seen nationally. Our gap is bigger in the combined level 5 measure and is an area for future focus.

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| **Gap between the attainment of pupil premium and non-pupil premium 2015 compared with 2014 national average** | | | | | | | | | |
| **KS2** | | | **Level 4+ gap** | | | | **Level 5+ gap** | | |
|  | | **Shanklea v’s National** | | |  | | | **Shanklea v’s National** | |
| **Reading** | +5% | | | -9% | | -5% | | | -21% |
| **Writing** | 0% | | | +3% | | -15% | | | -19% |
| **Maths** | +3% | | | -3% | | +2% | | | -20% |
| **Combined R, W & M** | 0% | | | 0% | | -25% | | | -17% |

**Pupil premium children made at least expected progress in reading writing and maths.**

* Progress of PP children was accelerated in reading and writing with more of them making more than expected progress in reading and writing. % less of them made more than expected progress in maths.

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| **Progress of pupil premium children compared to non-PP children from KS1 to KS2** | | |
|  | **Gap in making at least expected progress** | **Gap in exceeding expected progress** |
| Reading | +90% | 98% **(+8)** |
| Writing | +100% **(-2)** | +98% |
| Maths | +90% | -93% **(+3)** |

100% of our pupil premium children have attended at least one extra-curricular club during the year.

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| **Performance of our 10 pupil premium DISADVANTAGED children in the KS2 SATs 2015** | **Level 4+** |
| Reading | 90% **(NA 83%)** |
| Writing | 90% (NA **79%)** |
| Maths | 90% **(NA 80%)** |
| Combined R, W & M | 91% **(NA 85%)** |

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| **Performance of LAC pupil in the KS2 SATs 2015** | **Level 4+** |
| Reading | 100% **(NA 71%)** |
| Writing | 100% (NA **79%)** |
| Maths | 96% **(NA 87%)** |
| Combined R, W & M | 100% **(NA 53%)** |