

Impact of Pupil Premium Spending

2015 – 2016

Pupil Premium money is split into three areas of need according to the priorities for that individual. These are Academic, Personal Welfare and Enrichment.

Academic Achievement:

YEAR 6

	National	Pupil Premium	Non Pupil Premium	Gap
Read ARE	66%	54% (20/37)	63% (24/38)	-9
Read Exp Progress (2B+)		73% (19/26)	76% (25/33)	-3
		July 15 46%	July 15 55%	-9
Read Exp Progress (2C+)		66% (19/29)	66% (25/38)	0
Maths ARE	70%	62% (23/37)	63% (24/38)	-1
Maths Exp Progress (2B+)		82% (23/28)	73% (24/33)	+9
		July 15 25%	July 15 30%	-5
Maths Exp Progress (2C+)		68% (23/34)	66% (24/36)	+2

This data shows outcomes for July 2016 with some comparative figures from July 2015.

Closing the Gaps Data shows that some gaps are now closing. This data shows that since July 2015 the gap in progress performance of those children who entered as 2B + has closed for Pupil Premium children. This was particularly the case in Maths where all children in the school benefited from training provided to the teachers from Chichester University. The impact in Year 6 was that Pupil Premium children produced outcomes in-line with their peers.

The other area of focus for us was Reading - money was spent on training for all staff to lead high quality interventions to children who had fallen behind in their learning. Outcomes from these interventions enabled slow achieving children, largely those entitled to Pupil Premium, to close the gap on their peers with accelerated progress to their reading ages.

The money used to purchase new books, sign in system and relocation of the library has now provided the school with a library setting that promotes a love of reading. The full time Librarian means that the library is always accessible to children.

Finally, Philosophy 4 Children was introduced last year and the impact is visible on the quality of debate and discussion that takes place in classrooms. This is evident during any triangulation/ observations that take place.

Welfare Outcomes:

The Attendance Officer is partially funded from this money and as such she is always on hand to offer advice and challenge families over the children's attendance. The figures for the school are in-line with National at 95.8%.

The Nurture Team of a Learning Mentor and A Home Family Support Worker are also partially funded by Pupil Premium. They have supported at varying levels 62% of all pupil premium children - this can involve intensive periods of support where a child may become part of their caseload (interventions on self-esteem, anger etc) or temporary short term nurture.

Enrichment Outcomes:

Chrome books were introduced and children have had their experiences of IT enriched and broadened, and this is being successfully used to support learning opportunities during break and lunchtimes. Technology continues to be updated and the addition of iPad's and chrome books further support the use of Computing as a vehicle for learning. This is further developed by the ability of children to independently support their own learning with appropriate use of technology.

All year groups plan off site visits to broaden the experiences of children and this in turn leads to opportunities that engage children with the curriculum. These have included trips to Winchester Science Museum, Stansted House, SeaCity Museum, Harry Potter Studios, Minstead, Spinnaker Tower, Butser Farm, Kings Theatre, Fairthorne, Marwell Zoo and Fort Purbrook

In addition to this opportunities for onsite learning opportunities through visitors and activities such as the Stone Age in Y3, food tasting around the world in Y4 and the visiting planetarium in Y5. This goes hand in hand with the P4C approach which enables all children to create a growth and positive mindset when faced with challenges in their learning.

Money has been spent to ensure a range of after school and extracurricular activities such as the dance club, chess netball and football is offered. The school continues to support children to enable them to attend residential in Y4 and Y6 (Minstead and Fairthorne) further developing opportunities for children to explore and challenge the world around them and developing independence.