

Sutton Green Primary School  
Pupil Premium Information 2015 to 2016



In April 2011 the coalition government introduced the Pupil Premium funding which is in addition to main school funding. The purpose of the PP (Pupil Premium) is that it is deployed by schools to narrow the attainment gap between pupils from low income families and their peers by ensuring that this funding reaches learners who need it most. Schools have the freedom to spend this money as they see fit based on the knowledge of their learners needs.

It is for school to decide how the PP is allocated and spent since they are best placed to assess what additional provision school should make for the individual learners with in their responsibility. Below is how we have spent our pupil premium monies.

Key Objectives for PPG Spending 2015-2016
1. Ensuring children make at least expected progress or better in reading, writing and maths
2. Reducing or eliminating underachievement

Number of pupils and pupil premium grant received 2015-16	
Number on roll at school	246
Number of learners eligible for pupil premium funding	63
School budget	£948,363
PP allocation	£83,160
Percentage of school budget PPM constitutes	9%

Nature of support provided	Outcomes
Reading based interventions Year 1- 6, Code X, comprehension and understanding, Fresh start, Reciprocal reading	78% of Y1 children are in line with or above national expectations of attainment (Pupil Premium) 69% of Y2 children are in line with or above national expectations of attainment (PP) 81% of Y3 children are in line with or above national expectations of attainment (PP)
Reading comprehension books and resources	70% of Y4 children are in line with or above national expectations of attainment (PP) 80% of Y5 children are in line with or above national expectations of attainment (PP) 40% of children achieved expected standard in reading at the end of key stage 2
Individual additional reading support daily for identified children	
Writing based interventions - (spelling, grammar and content)- focused on developing higher level writing skills, phonics support and spag. Y2-6	78% of Y1 children are in line with or above national expectations of attainment (P P) 62% of children in Year 2 made expected progress over the year in writing. 75% of Y3 children are in line with or above national expectations of attainment (P P) 70% of Y4 children are in line with or above national expectations of attainment (P P) 50% of children in Year 5 made expected progress over the year in writing. At the end of Key Stage 2 20% of children made accelerated progress in writing (PP) By the end of Key stage 1, 86% of children had met the expected standard in phonics.
Speech and Language Therapy.	All children who attended these sessions showed improved self-esteem and good or expected progress in reading.

Mathematic based interventions (problem solving, number and calculation)	73% of children throughout the school made good or expected progress in maths(Pupil Premium)
Singapore Mathematics for Y1- 4 training, development and implementation	57% of children in Year 1 made expected progress over the year in maths (Pupil Premium) 77% of children in Year 2 made expected progress over the year in maths (Pupil Premium) 93% of children in Year 3 made expected progress over the year in maths (Pupil Premium) 89% of children in Year 4 made expected progress over the year in maths (Pupil Premium)
Teaching assistant additional support in the classroom	To support children in developing effective learning behaviours. Delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment. Learning in interventions is consistent with, and extends, work inside the classroom. Pupils understand the links between them.
learning mentor- To support children in developing effective learning behaviours	Children report feeling happier about learning, have a better attitude towards school and are demonstrating improved social skills with their peers.
Homework club to boost Improved attitudes to learning and increased self-esteem	Children report feeling pleased with their achievement at learning new skills and say they enjoy the challenges. Teachers report improved outcomes to the children's 'can do' attitudes and self esteem.
Additional teacher to support Y6 - Booster sessions from class teachers focussing on: maths writing spelling, punctuation and grammar	40% of PP children attained Expected Standard in reading, 60% in spelling and grammar, 20% in writing and 40% in maths.
Residential and Single Day Outdoor Pursuits for KS2 – to boost improved attitudes to learning and increased self-esteem.	Children report feeling pleased with their achievements and happy to face new challenges. Children show improved communication skills, when asking questions and giving instructions.
Total dedicated spending allocation	£83,160

### Impact of pupil premium on learners

It is a legal requirement that we publish details of our Pupil Premium Grant allocation outlining the spending of this money and the impact of this spending on the educational attainment of those in respect of whom the funding was allocated. At Sutton Green Primary School we don't accept under-performance and we have high expectations for all pupils. Support is given to pupils who need it most, and those who receive free school meals are identified and monitored on the school tracking system. Frequent tracking means that literacy and numeracy interventions are put in place quickly. Any gaps in pupils learning are quickly identified and addressed. Teaching Assistants provide in class support, so that pupils can apply what they have learnt in lessons. Alongside the Teaching assistant support we have a Learning Mentor to support the pastoral care of any vulnerable children. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Here we quantify the impact and accelerated progress of all PP focussed learners as we cater for the needs and development of all of our learners. The aim of the PP money is to ensure that all children, regardless of background or barriers to learning are ready for the next stage of their education. This is defined as reaching the Expected Standard when tested in English and Mathematics. Below is a chart showing our un-validated data for PP learners, alongside their progress data. Impact data though is much more than just outcomes but you cannot put increased confidence, positivity and engagement in a chart.

The data is based on the end of Key Stage 2 July 2016

GROUP	MATHS EXPECTED	MATHS ACHIEVED	MATHS DIFFERENCE	READING EXPECTED	READING ACHIEVED	READING DIFFERENCE	WRITING EXPECTED	WRITING ACHIEVED	WRITING DIFFERENCE
PUPIL PREMIUM	101.7	99.7	-2	100.8	100.7	0.1	99.7	97.3	-2.4
NON PUPIL PREMIUM	101.8	99.9	-1.9	101.3	101.3	0	99.9	97.6	-2.3
GAP			-0.1			-0.1			-0.1

YEAR SIX AVERAGE STANDARDISED SCORES ( A STANDARDISED SCORE OF 100 WAS REQUIRED FOR AGE EXPECTED STANDARD)

#### EXPECTED PROGRESS

MATHS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PREMIUM	56%	77%	93%	89%	70%
NON PUPIL PREMIUM	88%	71%	100%	81%	57%

READING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PREMIUM	100%	100%	100%	78%	90%
NON PUPIL PREMIUM	100%	76%	100%	100%	57%

WRITING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PREMIUM	100%	62%	93%	89%	50%
NON PUPIL PREMIUM	88%	59%	97%	92%	71%

#### GAPS

MATHS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PREMIUM	-32%	+6%	-7%	+8%	+13%

READING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PRE	0	+24%	0	-22%	+33%

WRITING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PRE	+12%	+3%	-4%	-3%	-21%

#### ATTENDANCE

(Attendance figures for September 2015- July 2016 for the whole )

Non Pupil Premium Pupils	Pupil Premium Pupils
Average of 96%	Average of 94%