



Sutton Green Primary School Pupil Premium Information 2016 to 2017

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 2016-2017

1. To ensure all children are making the expected level of progress in reading, maths and writing and that the contextual gap is closing and where it is not, action is taken to meet the needs of all pupils.
2. Maintain the existing level of provision for disadvantaged pupils.

Number of pupils and pupil premium grant received 2016-17

Number on roll at school	237
Number of learners eligible for pupil premium funding	74
PP allocation	£89,520

Nature of support provided	Outcomes
Reading based interventions Year 1- 6, Code X, comprehension and understanding, Fresh start, Reciprocal reading	50% of Y1 children are in line with or above national expectations of attainment (PP) 44% of Y2 children are in line with or above national expectations of attainment (PP) 82% of Y3 children are in line with or above national expectations of attainment (PP) 79% of Y4 children are in line with or above national expectations of attainment (PP)
Individual additional reading support daily for identified children	20% of Y5 children are in line with or above national expectations of attainment (PP) 75% of children achieved expected standard in reading at the end of key stage 2
Writing based interventions - (spelling, grammar and content)- focused on developing higher level writing skills, phonics support and spag. Y2-6	50% of Y1 children are in line with or above national expectations of attainment (Pupil Premium) 22% of Y2 children are in line with or above national expectations of attainment (PP) 45% of Y3 children are in line with or above national expectations of attainment (PP) 71% of Y4 children are in line with or above national expectations of attainment (PP) 20% of Y5 children are in line with or above national expectations of attainment (PP) 58% of children achieved expected standard in Writing at the end of key stage 2
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)	20% of Y5 children are in line with or above national expectations of attainment (PP) 75% of children achieved expected standard in Maths at the end of key stage 2
Singapore Mathematics development and implementation	50% of Y1 children are in line with or above national expectations of attainment (PP) 44% of Y2 children are in line with or above national expectations of attainment (PP) 45% of Y3 children are in line with or above national expectations of attainment (PP) 86% of Y4 children are in line with or above national expectations of attainment (PP)
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.
Pastoral Support for Pupils and Parents	Delivering targeted interventions in one-to-one or small group settings shows a consistent positive impact. Improvement in attendance. Children feeling happier about learning. Families having a better attitude towards school.
learning mentors- 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.
After School clubs to boost and improve 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.
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.
Engage parents in reading, maths, writing, homework and curriculum evenings	Open evenings, stay and play and family forums were organised. Pupil Premium and Disadvantaged Pupils whose parents attended met targets with some making accelerated progress.
Total dedicated spending allocation	£89,520

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 analyse why it has happened as 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.

Regular tracking means that literacy and numeracy interventions are put in place. Any gaps in pupils learning are 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.

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.

Attainment

This is defined as reaching the Expected Standard when tested in English and Mathematics.

Below are charts showing our un-validated data for PP learners. 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 July 2017)

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

GROUP	READING ACHIEVED	SPAG ACHIEVED	WRITING ACHIEVED	MATHS ACHIEVED
PUPIL PREMIUM	75%	75%	58%	75%
NON PUPIL PREMIUM	75%	82%	75%	68%
GAP	0	-7	-17	+7

YEARS ONE TO FIVE CHILDREN AT AGE RELATED EXPECTATIONS (TEACHER ASSESSMENT)

READING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PREMIUM	50%	44%	82%	79%	20%
NON PUPIL PREMIUM	77%	77%	100%	96%	78%
GAP	-27%	-33%	-18%	-17%	-58%

WRITING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PREMIUM	50%	22%	45%	71%	20%
NON PUPIL PREMIUM	67%	69%	47%	100%	65%
GAP	-17%	-47%	-2%	-29%	-45%

MATHS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PUPIL PREMIUM	50%	44%	45%	86%	20%
NON PUPIL PREMIUM	50%	62%	63%	92%	70%
GAP	0	-18%	-18%	-6%	-50%

SEND

Percentage of Pupil Premium children who are SEND

YEAR	1	2	3	4	5	6
PERCENTAGE	25%	33%	0	25%	20%	25%

ATTENDANCE

(Attendance figures for September 2016- July 2017 for the whole school)

Non Pupil Premium Pupils	Pupil Premium Pupils
Average of 95%	Average of 92%