



Normanby by Spital Primary

Pupil premium grant expenditure The Pupil Premium is a government initiative which provides funding for each child entitled to Free School Meals or who has been entitled over the last 6 years and for any Looked After Children or children of service personnel. We are required to publish online information about how we use this grant. Our funding should be received in September 2015 and will be calculated and received again in September 2016 using the January 2016 school census data. In our school we use this funding to personalise learning and support individual progress, this is outlined below but includes

1:1 intervention and personalised resources. Funding has also been used to support extra curricular activities to enrich children's learning and to access support from outside agencies.

In future our funding will be used in the ways above where appropriate as well as supporting teachers and teaching assistants' professional development in the area of intervention programmes to accelerate learning. Research by The Sutton Trust shows that these strategies are the most effective ways of improving children's progress and attainment and are cost effective. There will also be benefit for all pupils. Attainment and progress for all these pupils is expected or better.

Overview of the school Number of pupils and pupil premium grant (PPG) received 2015/2016	
Total number of pupils on roll	64
Total number of pupils eligible for PPG	13 (including 1 child of service personnel)
Amount of PPG received per pupil	£1320.00 (£300.00 for children of service personnel)
Total amount of PPG received	£17290 (not yet confirmed)

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
	2013 Y6 data only	2014 Y6 data only (2 children)	2015 Y6 data only (1 child)
% of PP pupils making expected or better progress in reading	50%	100%	100%
% of PP pupils making expected or better progress in writing	100%	100%	100%
% of PP pupils making expected or better progress in maths	100%	100%	100%

Summary of PPG spending for 2015 - 2016

Objectives in spending PPG:

- To ensure all children attain at least ARE for each year group.
- To ensure all children make good or outstanding progress in all year groups.
- To ensure all children are engaged in their learning.
- To ensure all children are best prepared for their futures.

Summary of spending and actions taken:

- 1:1 daily 10 - 15 minute intervention sessions during afternoon sessions - planned by teacher or headteacher, delivered by higher level teaching assistants, teaching assistants and headteacher and assessed jointly. Approximate annual spend £10,000.
- Teaching assistant training to achieve Fluent Coaching qualification and subsequence mentoring and support sessions half termly. Approximate annual spend £700.
- Life Coaching qualified Teaching Assistant is providing life coaching for some children; priority is given to children in receipt of pupil premium. Approximate annual spend £1400.
- Cluster intervention training for teaching assistants. Approximate costs £1500.
- Intervention learning will focus on reading and mathematics with an emphasis on problem solving mathematics and phonics/spelling. Approximate cost £1150.
- Books purchased for home reading as chosen by children in class to meet their interests.
- Additional books for class readers based on individual pupil preferences. Approximate costs to purchase books £800.
- Teaching assistants will be paid to attend Pupil Progress Meetings and discuss achievement of children in intervention groups to evidence the impact of the intervention sessions. Approximate costs £1500
- Residential and other education trips are financed, fully or partially using PPG.
- Children's other interests, such as music lessons, are financed using PPG.
- School uniform costs may be reimbursed using PPG.
- Headteacher and teaching assistant attended regional PP conference.

Outcomes to date:

- Y2 summary 2015
- L2b+ reading (100%) above NA 2014 (76%)
- L2b+ writing (78%) above NA 2014 (64%)
- L2b+ mathematics (100%) above NA 2014 (76%)
- All subjects in line with NA APS
- Reading (16.6) NA (16.0) Writing (15.2) NA (14.7) Mathematics (16.1) NA (15.9)

Y6 summary 2015

- L4+ reading 100% L5 reading 56%
- L4+ writing 89% L5 writing 56% L6 writing 22%
- L4+ spelling, punctuation and grammar 89% L5 56% L6 11%
- L4+ mathematics 89% L5 mathematics 56%
- 2 levels progress reading 100%
- 3 levels progress reading 11%
- 2 levels progress writing 89%
- 3 levels progress writing 33%
- 2 levels progress Mathematics 89%
- 3v levels progress mathematics 22%

Y1 Phonics 2015	Cohort 15	Number achieving expected standard	% School	% National	% National non disadvantaged	Commentary
FSM	3	1	33	63	74	Children in school attaining below non disadvantaged and all children nationally.
Non FSM	12	8	67	78	74	Children in school attaining below non disadvantaged and all children nationally.

Attainment at end KS1

	Disadvantaged pupils (3)	Other pupils (6)	Commentary
Reading APS	15.7	16.6	In our school disadvantaged children performed similarly to other children. Disadvantaged children attainment was below that of other children nationally.
National reading APS	15	17	
Writing APS	14.7	15.2	In our school disadvantaged children performed slightly below other children. Disadvantaged children's attainment was slightly below that of other children nationally.
National writing APS	13.7	15.6	
Maths APS	15	16.1	In our school disadvantaged children performed slightly below other children. Disadvantaged children's attainment was below that of other children nationally.
National Maths APS	15	16.7	

Attainment at the end of KS2

% attaining L4	Disadvantaged pupils (1)	Other pupils (8)	Commentary
Reading	100	100	Disadvantaged children in our school performed as well as other children Disadvantaged children in our school performed higher than other children nationally (+11%)
National reading	82	89	
Writing	100	89	Disadvantaged children in our school performed higher than other children (+11%) Disadvantaged children in our school performed higher than other children nationally (+11%)
National Writing	76	89	
Maths	100	89	Disadvantaged children in our school performed higher than other children (+11%) Disadvantaged children in our school performed higher than other children nationally (+10%)
National Maths	78	90	

APS

	Disadvantaged pupils (1)	Other pupils (8)	Commentary
Reading APS	29.0	31.0	Disadvantaged children in our school performed slightly below other children (-2) Gap has narrowed. Disadvantaged children in our school performed in line with other children nationally (-0.7) Gap has narrowed.
National reading APS	27.5	29.7	
Writing APS	27.0	31.2	Disadvantaged children in our school performed less well than other children (-4.2) Disadvantaged children in our school performed slightly below other children nationally (-1.6) Gap has narrowed.
National Writing APS	29.7	28.6	
Maths APS	27	30.3	Disadvantaged children in our school performed less well than other children (-3.3) Gap has narrowed. Disadvantaged children in our school performed less well than other children nationally (-2.8) Gap has narrowed.
National Maths APS	27.7	29.8	

Progress Over KS2

	Disadvantaged pupils (1)	Other pupils (8)	Commentary
Overall	12.0	13.0	Disadvantaged child's progress is in line with other children.
Reading	12.0	12.7	Disadvantaged children in our school performed slightly less well than other children (-0.5)
Writing VA	12.0	13.8	Disadvantaged children in our school performed less well than other children (-1.8)
Maths VA	12.0	12.6	Disadvantaged children in our school performed slightly less well than other children (-0.6)

Future strategies for 2016 onwards:

Immersive learning and new Project based learning approach to the curriculum to engage and stimulate the pupils
PPM at least six times through the year with disadvantaged children having the appropriate provision and support in place daily

Precision teaching

New marking and feedback policy embedded throughout school.

Use of Learning objectives and success criteria daily to create aspirational personal targets

Self/peer critique embedded to develop ownership of learning journey

Life Coaching offered to cluster schools.

1:1 interventions with appropriate member of staff ensuring that skill resource is being used for maximum impact

Further Collins Big Cat reading books especially for home reading and in line with new national curriculum.