



**Rokeby Park Primary School
Pupil Premium Analysis
2015-2016**

The pupil premium is additional funding for publicly funded schools in England to use to help raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The pupil premium is allocated to schools for:

- Children of statutory school age from low-income families who are known to be eligible for Free School Meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

The DFE offer the following guidance:

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that:

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.

Our school receives additional funding via the Pupil Premium to help ensure that all groups of children have the opportunity to achieve well. Funding is linked to the number of pupils who are, or have been, eligible to receive free school meals or are 'Looked After' or belong to 'Service Families.' This does not include those in receipt of Universal Free School Meals in Key Stage 1.

The purpose of this report is to inform parents, carers and governors how much pupil premium funding the school received for 2015-16, how it was spent and the impact it had on pupils' achievement. Pupil Premium funding enables us to tailor provision to meet individual needs through the use of research based teaching and learning programmes that can offer sustained and accelerated progress for our children. This funding is utilised to ensure that any identified gap in attainment between Pupil Premium children and non Pupil Premium children is addressed and the gap is closed.

Rokeby Park Primary school is a smaller than averaged sized school. The level of deprivation in the school is above the Local Authority average. 71% of households are categorised within 10% of the most deprived households nationally. The percentage of pupils eligible for a free school meal (eligible for and claiming FSM at any time in the last 6 years) is 36.3% which is broadly in line with the LA average but above national.

Whilst we have an above average number of children who attract the Pupil Premium we also have a significant proportion who do not. The parents of these children may not fulfil the eligibility criteria as they make a conscience effort to work, albeit sometimes in very low paid employment, rather than claim benefits. A small minority of parents choose not to register their entitlement. Some children in the school who are not eligible for pupil premium could also be classed as disadvantaged due to a range of factors.

We understand that the barriers to learning are not the same for all children and we strive to identify those barriers for individuals. Disadvantage cannot and will not be used as an excuse for underachievement at Rokeby Park. Senior leaders have extremely high expectations and will relentlessly challenge low aspirations amongst staff, parents and the wider school community. There are high levels of support and challenge and all staff are held to account. Rigorous assessment and tracking procedures are in place which enables us to quickly identify any children who are not making the progress expected. Data analysis is robust and is available for individual, cohorts and groups of children.

Spending from our Pupil Premium funding has, and will continue to be, focused on the development of *Quality First Teaching* across the school so that all children have the very best opportunity to succeed.

School Overview

Total number of pupils on roll	174
Percentage eligible for Pupil Premium	34%
Total amount of Pupil Premium received	£87898

Year Group Overview

Year Group	Cohort Size	Pupil Premium
Reception	25	8%
Year 1	27	36%
Year 2	18	42%
Year 3	25	36%
Year 4	20	55%
Year 5	20	52%
Year 6	17	53%

NB: We feel that the PP data in Reception and Y1 is artificially low due to the impact of UIFSM. All children in KS1 are entitled to a free school meal, which means parents may not be claiming for free school meal, even though they are entitled to these. If parents do not claim the school does not receive the pupil premium funding the children are entitled to.

Summary of Spend Data

Absence

	Absence					Persistent Absence				
	Disadv	Others In school	Others nationally	In school gap	Gap with national	Disadv	Others In school	Others nationally	In school gap	Gap with national
2016	6.1	4.4	3.7	-1.7	-2.4	22.7	13.8	7.1	-8.9	-15.6

The absence of pupil premium pupils is below that of others nationally.

The absence of pupil premium pupils is above that of our non-pupil premium pupils.

Early Years Foundation Stage

	Disadv	Others In school	In school gap	Others Nat	Gap with Nat
% achieving Good Level of Development	0	74	-74	72	-72
Number of pupils	2	23			

Year 1 Phonics Screening

	Disadv	Others In school	In school gap	Others Nat	Gap with Nat
% reaching required standard	70	76	-6	83	-13
Number of pupils	10	17			

Of the 27 pupils in Y1 in 2015/2016, 10 were pupils eligible for the premium pupils. 70% of pupil premium pupils reached the expected standard – this was below the national figure for all pupils but in line with the national figure for disadvantaged pupils (70%). Of the seven pupils who did meet the expected standard three were pupil premium pupils.

Year 2 Phonics Re-check

	Disadv	Others In school	In school gap	Others Nat	Gap with Nat
% reaching required standard	100	100	0	93	+7
Number of pupils	3	2			

All children achieved the expected standard by the end of Y2. This is well above the national average.

End of Key Stage 1

	Disadv	Others In school	In school gap	Others Nat	Gap with Nat
Number of pupils in total	7	11			
Reading WA+	71	91	-20	78	-7
Number of pupils	5	10			
Reading - Greater depth	43	18	+25	27	+16
Number of pupils	3	2			
Writing WA+	57	82	-25	70	-13
Number of pupils	4	9			
Writing – Greater depth	29	18	+11	16	+13
Number of pupils	2	2			
Mathematics WA+	71	100	-29	77	-6
Number of pupils	5	11			
Mathematics - Greater depth	43	18	+25	20	+23
Number of pupils	3	2			
RWM WA+	57	82	-25	60	-3
Number of pupils	4	9			
RWM – Greater depth	29	9	+20	9	0

Five pupil premium pupils (71%) were assessed to be working at the expected standard or above in reading by the end of KS1. This represents at least good progress from their starting points on entry to Key Stage 1.

Four pupil premium pupils (57%) were assessed to be working at the expected standard or above in writing by the end of KS1. This represents at least good progress from their starting points on entry to Key Stage 1.

Five pupil premium pupils (71%) were assessed to be working at the expected standard or above in maths by the end of KS1. This represents at least good progress from their starting points on entry to Key Stage 1.

End of Key Stage 2

	Disadv	Others in school	In school gap	Others Nat	Gap with Nat
Number of pupils in total	9	8			
Reading WA+	78	100	-22	71	+7
Number of pupils	7	8			
Reading – Higher Score	11	50	-39	23	-12
Number of pupils	1	4			
Reading – average scaled score	104.7	109.4	-4.7	103.8	+0.9
Writing at WA+	67	100	-33	79	-12
Number of pupils	6	8			
Writing GD	22	38	-16	18	+4
Number of pupils	2	3			
Mathematics WA+	89	100	-11	75	+14
Number of pupils	8	8			
Mathematics Higher score	22	38	-16	20	+2
Number of pupils	2	3			
Mathematics - average scaled score	104.7	107.6	-2.9	104.1	+0.6
GPS	78	100	-22	78	0
Number of pupils	7	8			
GPS Higher score	22	38	-16	27	-5
Number of pupils	2	3			
GPS average scaled score	104.6	108	-3.4	105.0	-0.4
RWM combined	67	100	-33	60	+7
Number of pupils	6	8			
RWM combined – higher score	11	0	+11	7	+4
Number of pupils	1	0			

Outcomes for pupil premium pupils were above figures for other pupils nationally in reading and maths and are in line for Grammar, Punctuation and Spelling (GPS) at the expected standard. Whilst outcomes in writing for pupil premium pupils are below other pupils nationally the measure of progress from their starting points at the end of KS1 is above the national average (see below).

Average Progress

	Disadv	Others in school	In school gap	Others Nat	Gap with Nat
Reading	4.81	4.64	+0.17	1.87	+2.94
Writing	2.19	3.72	-1.53	1.89	+0.3
Mathematics	4.01	2.50	+1.51	1.63	+2.38

In 2016 pupils eligible for the pupil premium made significantly better progress in reading and mathematics than other pupils nationally. In writing pupils eligible for the premium make slightly better progress than other pupils nationally.

By the time pupils leave Rokeby Park at the end of Y6, disadvantaged pupils in the school reach expected standards and have made progress that is at least good.

Qualitative Outcomes

Resource and intended impact	Qualitative Outcomes
Phonics Teaching <ul style="list-style-type: none"> • Additional members of staff trained to deliver RWI phonics (EYFS & KS1) • QFT of phonics 	<ul style="list-style-type: none"> • HLTA trained to lead phonics training programme and deliver bespoke training
Staff Training <ul style="list-style-type: none"> • Support staff trained in specific evidence based interventions (FFT Wave 3, Inference, Catch Up Literacy) • Maths leader training with Yorkshire and Humber Maths Hub and able to lead on development of QFT in maths • Children make good progress in reading, writing and maths 	<ul style="list-style-type: none"> • Support staff are highly trained and effective which has impacted on pupil progress • Maths leader effectively leads maths subject area and able to support other staff to develop teaching and learning
Booster Groups <ul style="list-style-type: none"> • Y6 booster groups led by SLT twice weekly during spring and summer term to close gaps in learning • Y3 booster group led by Y3 teacher to close gaps in learning 	<ul style="list-style-type: none"> • Children well prepared for Y6 SATs • Children in Y3 fully prepared for expectations of KS2
Reward System <ul style="list-style-type: none"> • Rewards for excellent behaviour so that behaviour improves across the school 	<ul style="list-style-type: none"> • Improved behaviour across the school with no exclusions • No incidents of bullying • Children are happy and school and feel safe
Subsidised Breakfast Club including <ul style="list-style-type: none"> • Identified children ready to learn • Opportunity to complete homework • Fluency in reading • Improved attendance • Support working parents 	<ul style="list-style-type: none"> • Children start the day having had breakfast and the opportunity to develop social skills with peers alongside adult support. • Children who do not have opportunity to read at home access support from highly trained support staff
Well-being and Parental Engagement / Support <ul style="list-style-type: none"> • Funding of Bridging the Gap worker (2 days per week) • Secure the safety and well-being of all pupils • Support families who have specific needs • Develop parental capacity to support learning • Improvements in attendance of children from vulnerable families 	<ul style="list-style-type: none"> • Parents have engaged with their children's learning • Support given to vulnerable families to help them engage with the school • Attendance of children from vulnerable families improved

<p>Subsidised Visits / Out of school activities</p> <ul style="list-style-type: none"> • Increased range of experiences and activities which promote the development of SMSC • Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions 	<ul style="list-style-type: none"> • Visits facilitated proved very successful in widening our children's opportunities and experiences • Children gain enjoyment of learning and raise aspirations • Children make good progress in reading, writing and maths
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The evaluation of our spending for 2015-16 has informed elements of our School Improvement Plan for 2016-17, our new Pupil Premium statement and is also a key part of our appraisal / performance management procedures.

Allocation of Pupil Premium Funding for 2015/2016

	Rationale	Cost
Subsidising of Breakfast Club	This ensures that all Pupil Premium children who come to Breakfast Club have the best start to the day through a nutritious breakfast and a structured social experience.	£4000
Subsidising of School Visits	Ensuring that all children have access to a wide range of visits and experiences enhances their ability to access the curriculum and raises achievement and aspirations.	£3000
Development of QFT across the school	Time for SLT to monitor and develop teaching and learning to ensure pupils make good or better progress. Quality CPD for all staff. Assessment and data tracking system used to track pupil progress.	£44000
Higher Level of Staffing	Use of highly trained TAs to deliver specific and bespoke intervention packages to pupil premium pupils to ensure they make good progress. HLTA and all TAs trained in the delivery of phonics.	£20000
Attendance Monitoring	Bridging the Gap support worker. First day response, home visits and attendance support meetings ensure Pupil Premium attendance is rigorously monitored and is a high profile issue throughout school.	£8000
Pupil Rewards	Behaviour reward scheme developed to improve behaviour across the school	£1500
Technology Support and Development	Using the VR Assessment System allows rigorous data analysis and pupil tracking linked to cohorts. This allows us to identify whether Pupil Premium children are making appropriate progress and are on track to reach age related expectations. New technology is utilised to enhance the teaching and learning experience and improve outcomes for Pupil Premium children.	£6000
Booster Groups	Y3 and Y6 booster groups to ensure pupils are fully prepared for SATs and KS2	£2500
Total		£89000

Summary of Next Steps – complete this and link to plan for 2016/2017

- Increase the percentage attendance of pupil premium pupils
- Increase the proportion of pupil premium pupils who achieve a GLD at the end of EYFS.
- Increase the percentage of pupil premium pupils achieving the expected standard in the phonics screening check to at least that commensurate with the national average
- Increase the proportion of pupil premium pupils achieving the expected standard in reading, writing and maths and RWM combined at KS1
- Increase the percentage of pupil premium pupils achieving a high score in reading and GPS at KS2 to at least that commensurate with the national average
- Increase the percentage of pupil premium pupils achieving the expected standard in writing at KS2 to at least that commensurate with the national average
- Increase the average scale score in GPS for pupil premium pupils at KS2
- Close the gap between pupil premium pupils and other pupils in school