



Pupil Premium Report

The Pupil Premium is an amount of money allocated by the government 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

In 2012-2013 the level of the Pupil Premium was £600 per pupil; this was raised to £900 in 2013/14. The level raised further for 2014-15 and then remained in 2015-16 at £1,300 per pupil. Looked after children receive a premium of £1,900.

The DFE offer the following guidance on how the Pupil Premium is to be spent:

'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. 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.'

The purpose of the information on this page is to inform parents, carers and governors how much Pupil Premium has been received by the school, how it was spent and the impact the spending has had on pupils' achievement. The report also gives details of funding for 2015-16 and its intended use.

Maybury is located in an area of high social deprivation. Over 80% of our households are situated within 10% of the most deprived households nationally. The school has two looked after children. The percentage of pupils eligible for free school meals 'Ever6' is 56.9% which is significantly higher than the national average. As a result of this, Maybury receives a considerable amount of Pupil Premium funding. This means that support put into place impacts on all pupils, including a significant number who do not attract the Pupil premium but live in homes which reflect high levels of deprivation.

The Pupil Premium for the academic year 2016-17

The school has a pupil premium budget of £157,960 for the academic year 2016-17. The Early Years pupil premium budget is £6,000 for 2016-2017.

The table below sets out how this money is being used to fund activities, initiatives and staffing:

Type of Provision	Definition	Monitoring of Impact	Cost
Actions focused on Learning in the Curriculum	Employment of two speech and language professionals one half per week. Targeted work mainly on speech therapy and language acquisition in F1 and F2 plus critical cases from the rest of the school; as well as training for lead TAs	Children make good progress in communication and language from starting points. Impacts on work across the curriculum – especially writing.	£20,000
	1 TA to deliver speech and language programmes F1, F2 and Y1: 6 x 15 minutes daily; 1 Ta to deliver speech and language programmes Y3 and Y4: 3 x 15 minutes daily	Children make good progress in communication and language from starting points	£4,680 £4,680
	FFT Wave 3 support – two TAs to target support for pupils in reading	Accelerated rates of progress to close the gap with peers for children in Key Stage 1	£4,680
	Higher level of staffing in EYFS to facilitate targeted and focused support- one 0.5 teacher and one 0.5 TA	Improvements in Prime and Specific areas of learning so that the GLD in 2015 moves closer to national average	£21,503
	Increase and maintain high level of teaching staff so that there is one extra teacher across Y1 and Y2; Y3 and Y4; Y5 and Y6 to provide focused and targeted teaching. Also ensure capacity building for continuity of teaching and learning	To increase the rate of progress and further improve the attainment of all pupils- especially those who benefit from the pupil premium for 2015/16	£77,022
	Training for two TAs in maths success@arithmetic intervention and purchase of materials in order to improve maths attainment and progress across lower Key Stage 2	To increase the rate of progress and further improve the attainment of pupils in maths particularly at the higher levels- especially those who benefit from the pupil premium for 2015/16	£630
	Bespoke leadership training for middle leaders: develop leadership skills in order to drive consistent teacher quality in their areas of responsibility leading to outstanding classroom practice across the school	Middle leaders develop effective skills. Teaching consistently good or better across the school leading to good and better progress and attainment.	£3,500
Actions focused on social, emotional and behavioural issues	Sustain the post of Readiness to Learn TLR:2 Leader to lead on overall wellbeing of child (including responsibility for playtime and lunchtime and attendance) to ensure readiness to learn. Provide advice, support and challenge to staff to enable all children to access learning	Children attend school, have good attitudes to learning and well-being. Children reach targets across the curriculum.	£2,587
	Socially Speaking Group Y2 -30 minutes 3x per week	Children develop skills to inform their own learning – resilience, persistence and motivation	£4,261

	To continue to fund towards staff school dinners: Ensures all staff eat in the Restaurant with the children promoting social skills; speaking and listening (conversation around the meal table) and healthy food choice	Children develop positive attitudes to eating and appropriate social skills leading to good attitudes to learning and well being	£6,500
Actions focused on enrichment beyond the curriculum	Continued to fund towards increased opportunities for instrumental tuition for children in KS2	Children develop good attitudes to learning and well-being	£8,500
	SMSC development. Enrichment through visits – heavily subsidised or free of charge including through Hull Children’s University: Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions: e.g. Factory and workplace visits Space Centre London – Houses of Parliament and tour of capital	Children gain enjoyment of learning and raise aspirations Children make good progress in reading, writing and maths	£4,500
	Extra worker in Breakfast Club to target readers who have not read at home	Children reach end of year targets in Reading	£4,400
		Total:	£167, 443

Provision in red shows where the Early Years Foundation stage Pupil premium budget is used.

Impact of Pupil Premium spending 2015/16: Summary

Attainment

Cohort: 27 PP: 20	PP Expected Standard+	Other pupils nationally Expected Standard+	PP Higher Standard	Other pupils nationally National Higher Standard	PP Average Scaled Score	Other pupils nationally Average Scaled Score
RWM	75%	60%	0	7%		
Reading	80%	71%	15%	23%	104.1	103.8
Writing	80%	79%	15%	18%		
Maths	90%	75%	5%	20%	103.1	104.1
SPaG	80%	78%	15%	27%	104.0	105.0

Outcomes for PP children were above national figures for other pupils nationally in all subjects at the expected standard.

Progress

	PP Progress	Other pupils nationally Progress
Reading	+2.5	Significantly above national average
Writing	+2.06	Significantly above national average
Maths	+0.96	At national average

Pupil Premium children made good and better progress against other children nationally from their starting points at the end of KS2.

By the time pupils leave the school at the end of Year 6, disadvantaged pupils in the school have reached standards and made progress that is as good as, and often better than, other pupils nationally.

GLD

PP School (14)	Other children nationally
36%	66%

- There were 30 children in FS2 in 2015/16; 14 of these were PP
- Nine (64%) of the PP children were boys compared to four (25%) of the non PP children
- Five out of the 14 PP children achieved GLD- four girls and one boy. Of the nine who did not: two are EAL; six were on the SEN register and one with persistent absence had social services involvement. Four of the children who did not achieve GLD were summer born boys

Y1 Phonics Screening Check 2016:

	2016 School % of Y1 children meeting the required standard	2016 National % of Y1 children meeting the required standard
PP (14)	79% (11)	70%
Non-PP (19)	79% (15)	83%
All Pupils (33)	79% (26)	81%

- Of the 33 pupils in Year 1 in 2015/16, 11 of these were Pupil Premium children. 79% of PP children in Y1 met the expected standard – this was just below national figure for all children of 81% but above the national figure for Pupil Premium children of 70%
- Of the seven children who did not meet the required standard in the phonics screening test, four of these were Pupil Premium children. All of these four children are on the SEN register. Three are on the register at SEN support level with SLCN included as their identified need; none of these children achieved a Good Level of Development at the end of EYFS. All three children had weekly speech and language intervention with the bespoke speech and language service bought in by the school when they were in the Foundation Stage setting. The fourth child is on the SEN register and has an EHC plan for Severe Learning Difficulties and has one to one full time support.
- All four children are currently in a phonic set relevant to their need. Their progress and provision is reviewed regularly. The three children on SEN support also receive Fischer Family Trust Wave 3 intervention.

Y2 Cumulative Phonics Screening Check 2015:

	2016 School %of Y2 children meeting the required standard	2016 National % of Y2 children meeting the required standard
PP (16)	88% (14)	86%
Non-PP (15)	100% (15)	93%
All Pupils (31)	94% (29)	91%

- Four children re took the Phonics Screening Check in Year 2. All four are Pupil Premium children- two boys and two girls- and all four are on the SEN register. Of these four children, two reached the required standard – one girl and one boy. The one girl who did not meet the required standard has an EHC plan for MLD, SCLD and Physical and has one to one TA support. The one boy who did not meet the required standard is on the SEN register at SEN support level and supported by the school and EWO for persistent absence.
- By the end of Y2, 88% of Pupil Premium children reached the required standard for the Phonics Screening check, which was just below the national figure of 91% for all children nationally but above the figure of 86% for Pupil Premium children nationally

Attainment at the end of KS1 2016:

31 children in cohort	Reading		Writing		Maths	
	EXS+	GD	EXS+	GD	EXS+	GD
PP School (16)	50% (8)	19% (3)	50% (8)	6% (1)	56% (9)	0
Other pupils nationally	78%	27%	70%	16%	77%	20%

- Eight (50%) PP children were assessed to be working at the expected level or above for reading by the end of KS1. At the end of EYFS, six (38%) were working at the expected level or above for reading and six (38%) achieved GLD. Of the eight (50%) of children who did not achieve the expected standard, seven of these are on the SEN register – one of whom has an EHC plan and receives one to one support
- Eight (50%) PP children were assessed to be working at the expected level or above for writing by the end of KS1. At the end of EYFS, six (38%) were working at the expected level or above for writing and six (38%) achieved GLD. Of the eight (50%) of children who did not achieve the expected standard, seven of these are on the SEN register – one of whom has an EHC plan and receives one to one support
- Nine (56%) PP children were assessed to be working at the expected level or above for maths. At the end of EYFS, six (38%) were working at the expected level or above for maths and six (38%) achieved GLD. Of the seven (44%) of children who did not achieve the expected standard, six of these are on the SEN register – one of whom has an EHC plan and receives one to one support

Rest of School In House Data

Attainment in KS2: National ARE

Year Group	Number	Reading		Writing		Maths	
		PP	NonPP	PP	NonPP	PP	NonPP
Y3	17 PP/ 12 NonPP	53%	83%	53%	83%	71%	83%
Y4	23 PP/ 7 NonPP	70%	100%	61%	86%	70%	86%
Y5	21 PP/ 8 NonPP	57%	100%	57%	88%	62%	88%
Y6	20 PP/ 7 NonPP	80%	71%	80%	57%	90%	86%

By the time pupils leave the school at the end of Year 6, disadvantaged pupils in the school have reached standards and made progress that is as good as, and often better than, other pupils nationally.

Attendance: % of sessions missed due to overall absence

School FSM	School Non FSM	In School Gap	National FSM	National Non FSM	National Gap	School FSM	National FSM	Gap
4.2	3.8	0.4	5.8	3.7	2.1	4.2	5.8	-1.6

- The absence of our FSM children is below with that of their peers nationally
- The absence of our FSM children is above that of our non FSM children. The gap is below that seen nationally