



Prior Weston Primary School and Children's Centre
Pupil Premium Impact Report for academic year 2015 / 16

1. Changes in attainment gap from Autumn 15 to Summer 16 – pupil premium vs all children – % working at or above expectations

Year group	Subject / aspect	Gap between children entitled to pupil premium funding (PPF) and all children - Autumn 2015	Gap between children entitled to pupil premium funding (PPF) and all children - Summer 2016	Change in gap	Notes
Rec (26 ch)	CLD	-12.3	-4.1	narrowed	Gaps have narrowed or closed across all the prime areas. (communication and language (CLD), physical (PD) and personal, social & emotional development (PSED))
	PD	-5.6	-3.6	narrowed	
	PSED	-5.4	0.8	closed	
Y1 (23 ch)	Reading	-13.5	-3.4	narrowed	All gaps have narrowed. There has been a noticeable impact of Reading Recovery and Daily Supported Reading interventions for children entitled to PPF.
	Writing	-12.8	-8.7	narrowed	
	Maths	-14.6	-5.0	narrowed	
Y2 (21 ch)	Reading	-3.7	-11.4	widened	Gaps have reduced in writing and maths. There was a significant increase in the gap for reading. Children entitled to PPF benefited from DSR for two terms, but this intervention needs to begin in Year 1 for the best impact. Reading gap is of greatest concern in this data set.
	Writing	-13.3	-4.6	narrowed	
	Maths	-20.9	1.9	closed	
Y3 (24 ch)	Reading	-9.9	-2.2	narrowed	Gap narrowed for reading. Gaps widened slightly for writing and more significantly for maths, although there is still a higher proportion of children entitled to PPF working at or above expectations than for all children.
	Writing	-7.4	-8.1	widened	
	Maths	11.4	5.3	widened	
Y4 (33 ch)	Reading	-8.9	-1.5	narrowed	Gaps narrowed for reading and writing but the gap increased for maths.
	Writing	-12.0	-8.8	narrowed	
	Maths	-2.7	-6.5	widened	
Y5 (29 ch)	Reading	-5.2	-8.6	widened	All gaps increased. Children entitled to pupil premium funding will be a particular focus in this year group next year.
	Writing	-8.6	-12.1	widened	
	Maths	-3.4	-10.3	widened	
Y6 (29 ch)	Reading	-17.2	-7.5	narrowed	Gaps narrowed significantly for reading and writing but widened for maths.
	Writing	-17.2	-14.5	narrowed	
	Maths	-10.7	-13.4	widened	



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2. Pupil Premium spending 2015 / 2016:

Area	Cost
Support for children and families:	
Learning mentor	£20,100
Senior Leadership Roles:	
Interventions manager	£18,872
AHT role to support T&L	£31,708
Interventions:	
Reading Recovery / Daily supported reading	£44,100
Early Years literacy teacher	£21,500
Additional teaching assistant support	£44,000
Additional Year 6 teacher	£44,000
Resources:	
Units of sound intervention	£500.00
Whiteboard for interventions room	£5,500.00
Total spend (185 children)	£229,780.00

3. Impact of Pupil Premium spending and next steps:

Impact of pupil premium spend

The aim of pupil premium funding is to narrow and, ultimately, to close the gap between disadvantaged children and all children. The attainment gap table above shows that, last year, we made positive progress towards this aim across the majority of year groups and across all subjects and areas. There is clearly urgent work to be done in a few instances. The focus of much of the coming year's school improvement plan is on ensuring that all children make good or better progress, with a particular focus on children entitled to pupil premium funding. This will inform the strategy for the next plan for the spending of pupil premium funding. (2016 / 17)

Next steps

(link to School Improvement Plan (SIP) in brackets where relevant)

- Provide further training and support for teachers in the use of Target Tracker for summative and on-going assessment (SIP 1.5)
- Further develop moderation of teachers' assessment judgements both internally and with St Luke's / Moreland federation (SIP 1.5)
- Appraisal targets for all teachers focused on progress of children entitled to pupil premium funding
- All teachers lead discussion on progress of their PPF children during pupil progress meetings
- Phase leaders track provision and progress for children entitled to pupil progress funding throughout their phase (termly data analysis, focus during learning walks and book scrutinies) (SIP 2.5)
- Outstanding Teaching Intervention for five teachers – particular focus on impact of their teaching for PPF children. (SIP 1.4)
- Review provision map for interventions (SIP 1.7)
- Review deployment of 3rd Space Learning maths intervention in Years 5 and 6 (SIP 1.7)
- Focus on provision and progress in reading for children in current Year 3