



St. Margaret's C.E. Junior School

PUPIL PREMIUM FUNDING and Impact Analysis 2015-16

Area of Spend	Budgeted Cost	Description / examples	Intended Outcomes	Measurement of Impact
Subsidising pupil activities	£3000	<ul style="list-style-type: none"> ○ Trips & visits, including residential visits ○ Extra-curricular clubs ○ Music tuition 	<ul style="list-style-type: none"> ➤ Enhanced opportunity for social experiences and curriculum enrichment. ➤ Improved self-confidence and skills of children across a wider curriculum. 	<p>A range of evidence of improved confidence and self-esteem e.g. observations or pupil reflections.</p> <p>Better social skills evident.</p> <p>Improved ability in managing inter and intrapersonal challenges.</p>
Cost of free school meals	£10000	<ul style="list-style-type: none"> ○ Free meals funded. 	<ul style="list-style-type: none"> ➤ Eligible pupils receive their meal entitlement. 	<p>Pupils receive meals.</p>
Resources to support teaching and learning	£5000	<ul style="list-style-type: none"> ○ Reading books ○ Comprehension materials ○ Grammar and spelling resources ○ IT resources e.g. software or hardware updates / upgrades 	<ul style="list-style-type: none"> ➤ More children make good levels of progress from start points. ➤ Good quality teaching provision accelerates progress for those pupils at risk of falling behind. 	<p>Assessment data, including KS2 results, shows good progress and attainment.</p> <p>Pupil reflections show support had an impact.</p> <p>Book analysis shows improved outcomes and progress.</p>
Impact analysis		<ul style="list-style-type: none"> ❖ Trips and residential visits provided wider educational experiences for all pupils, including vulnerable groups. This enhanced their learning potential; improved speech, language and self-confidence. ❖ The children are better equipped to discuss and share their ideas and learning due to the skills gained during these rich activities / experiences. ❖ The vast majority of vulnerable pupils' in school attainment / progress was commensurate with their year group across the school. The odd exception has been targeted and addressed. ❖ A better, richer range of resources provided to support improved teaching and learning has enabled all children, including vulnerable pupils, to improve their reading skills. ❖ Books show the impact of higher quality resources – the quality of learning in evidence has improved considerably. ❖ Pupil feedback shows that the new, improved style of teaching and learning, supported by additional resources, has led to more exciting and enjoyable learning. ❖ KS2 attainment at 'Expected' in 2016 for reading, writing and maths combined was 67% against 53% National. ❖ KS2 Attainment at 'Expected' in 2016 reading, maths or GPS was between 14% and 16% above National. ❖ Expected attainment in writing was also above National. ❖ The vast majority of vulnerable pupils' in school attainment / progress was commensurate with their year group. A small number of exceptions have been identified, targeted and addressed. 		
<p>Provision of Additional Support: Targeted support takes place throughout school based on the careful analysis of children's progress and needs. This may be within classes or take the form of interventions, in groups or one-to-one sessions.</p>				
Additional Teaching Support For Y3-6 Pupils	£14000	<ul style="list-style-type: none"> ○ Additional teacher supporting pupils in Y6. ○ Teacher supporting pupils in Y3-6. ○ Focused teaching in groups targeting pupil progress; particularly vulnerable children in English & Maths. ○ Targeted interventions 	<ul style="list-style-type: none"> ➤ Pupils make good levels of progress from start points. ➤ Good quality teaching provision accelerates progress for those pupils at risk of falling behind. 	<p>Assessment data, including KS2 results, shows good progress.</p> <p>Pupil reflections show support had an impact.</p> <p>Book analysis shows improved outcomes and progress.</p>
Impact analysis		<ul style="list-style-type: none"> ❖ KS2 2016 attainment at 'Expected' for reading, writing and maths combined was 67% against 53% National. ❖ KS2 2016 Attainment at 'Expected' for reading, maths or GPS was between 14% and 16% above National. ❖ Expected attainment in writing was also above National. ❖ Rates of KS2 progress improved across all subjects and are well within floor standards. ❖ The additional provision enabled pupils in to make accelerated progress through the year. ❖ Vulnerable pupils had an average scaled score equal to or above the National score for other pupils in reading and maths. ❖ Vulnerable pupils' KS2 reading progress was broadly similar to other pupils. ❖ The percentage of able vulnerable pupils achieving Expected in reading is higher than the cohort. ❖ Vulnerable pupils' progress and attainment in writing was equal to or above that of other pupils. ❖ The proportion of vulnerable pupils achieving Expected or higher in GPS was a little below that of other pupils but in line or above National. ❖ Pupils at risk of falling behind are monitored closely with additional provision put in place to address this. Impact on their progress measured and tracked carefully. 		

Additional mathematics provision for targeted pupils	£7000	<ul style="list-style-type: none"> ○ Kip McGrath maths support (2 teachers). ○ Targeted intervention for particular pupils. 	<ul style="list-style-type: none"> ➤ Good quality teaching provision accelerates progress for those pupils at risk of falling behind. ➤ Children enjoy visual and technological learning. 	<p>Assessment data, including KS2 results, shows good progress.</p> <p>Pupil reflections and work produced show support had a positive impact on skills & knowledge <u>and</u> self-esteem.</p>
Impact analysis	<ul style="list-style-type: none"> ❖ KS2 2016 attainment at 'Expected' in maths was 16% above National. ❖ Start and finish assessments show excellent progress for targeted pupils. ❖ Vulnerable pupils had an average scaled score equal to or above National for other pupils in maths. ❖ Vulnerable pupils' KS2 maths progress was above other pupils. 			
Teaching assistant support	£8360	<ul style="list-style-type: none"> ○ In class support for small groups of pupils. ○ Targeted group work, including vulnerable pupils. ○ Nurture group work. ○ Programmes to target areas of specific need e.g. grammar, reading etc. to include vulnerable pupils. 	<ul style="list-style-type: none"> ➤ Pupils make good levels of progress from start points. ➤ Good quality teaching provision accelerates progress for those pupils at risk of falling behind. ➤ Improved skills and knowledge of the children. ➤ Pupils have greater self-confidence / self-worth. 	<p>Assessment data, including KS2 results, shows good progress.</p> <p>Pupil reflections and work produced show support had a positive impact on skills & knowledge <u>and</u> self-esteem.</p>
Impact analysis	<ul style="list-style-type: none"> ❖ Teaching assistant support for targeted pupils built their self-esteem, enabling them to share learning and develop a deeper understanding. ❖ Nurture group support led to more engaged pupils who improved their work in books and progress in the class as a result. ❖ Pupils at risk of falling behind are monitored closely with additional provision put in place to address this. Impact on their progress measured and tracked carefully. ❖ KS2 attainment and progress data as above. ❖ In school attainment and progress as above. 			
Welfare assistant support	£4000	<ul style="list-style-type: none"> ○ In class support to small groups of pupils. ○ Additional data tracking support to assessment manager. 	<ul style="list-style-type: none"> ➤ Target pupils make good levels of progress. ➤ Pupils have greater self-confidence. ➤ Data tracking identifies vulnerable pupils at risk of falling behind. 	<p>Assessment data, pupil reflections and work produced show support had a positive impact on skills & knowledge <u>and</u> self-esteem.</p> <p>Assessment systems are up to date and track pupils effectively.</p>
Impact analysis	<ul style="list-style-type: none"> ❖ Teaching assistant support for targeted pupils built their self-esteem, enabling them to share learning and develop a deeper understanding. Anxieties reduced and focus on learning improved. ❖ Better work in books has been produced as a result. ❖ New in school assessment system functioning well and the attainment and progress of all children is tracked carefully. ❖ Pupils at risk of falling behind are monitored closely with additional provision put in place to address this. Impact on their progress measured and tracked carefully. ❖ KS2 attainment and progress data as above. ❖ In school attainment and progress as above. 			
Total Allocation	£51360			