

Due to the positive impact of our intervention and support in previous years on reducing barriers to learning and development for our vulnerable children, the following will continue:

- Additional classroom support from Teaching Assistants in all classes.
- HLTA (Higher Level Teaching Assistant) to support in classrooms, deliver interventions and lead support staff training.
- Interventions to run in reading, writing, SLC (Speech, Language and Communication), SPAG (Spelling, Punctuation and Grammar), Mathematics and Social skills.
- CPD (Continuous Professional Development) for all staff.
- Enrichment activities such as Chef School, Arts and Crafts Club, Nature Club, Choir to be offered to all pupils in receipt of Pupil Premium funding.

Measuring the impact of PPG spending:

- Pupils are assessed on entering, during and completing intervention programmes in order to measure progress and identify future needs.
- Pupil's progress in maths, reading and writing is assessed at the end of each term and tracked across the school year.
- The progress of PP pupils is tracked and measured through Pupil Progress meetings.
- Where progress is less than good appropriate support and intervention is planned.
- The Pupil Premium Co-Ordinator monitors the progress of PP pupils to ensure they are making good progress and that their needs are being met. The progress of these pupils is reported to Governors.

The following tables indicate the progress made by Pupil Premium children in 2015/16:

### **Pupil Premium Data Analysis Year 1**

#### **2015-2016**

	PP pupils % Expected or above ARE			Non PP pupils % Expected or above ARE			% Gap			PP pupils progress from on entry (STAT points)			Non PP pupils progress from on entry (STAT points)			% Gap (STAT points)		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
<b>Reading</b>	28.75	30.8	57.1	21.8	40.7	40.6	-6.95	10	-16.5	1.45	2.69	3.93	1.35	2.63	3.77	-0.1	-0.06	-0.16
<b>Writing</b>	38.75	46.2	85.7	21.2	48.1	68.8	-17.5	2	-17	1.15	2.44	3.56	1.35	2.53	3.63	0.2	0.09	0.06
<b>SPaG</b>	6	15.4	57.1	10	22.2	21.9	4	6.8	-35.3	1.6	3.25	4.62	1.8	2.89	4.09	0.2	-0.36	-0.52
<b>Maths</b>	26.25	30.8	57.1	28	40.7	53.1	1.75	10	-4	1.7	3.06	4.28	1.4	3.02	4	-0.3	-0.05	-0.28

### Attainment

- PP pupils are attaining higher than non PP pupils.
- The % of PP pupils at expected or above has increased at a faster rate each term than non PP pupils.
- PP pupils have performed better than non PP pupils.
- The gap has decreased from Spring to Summer term in all subjects.

### Progress

- PP pupils have achieved the expected 3 points progress, and more, in all areas of the curriculum.
- PP pupils have made more progress than non PP pupils in Reading, SPaG and Maths.

### Pupil Premium Data Analysis Year 2

2015-2016

	PP pupils % Expected or above ARE			Non PP pupils % Expected or above ARE			% Gap			PP pupils progress from on entry (STAT points)			Non PP pupils progress from on entry (STAT points)			% Gap (STAT points)		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
<b>Reading</b>	59.5	33.3	41.2	75.8	68	68.6	16.3	34.7	27.4	1	1.84	3	1.1	1.16	2.85	0.1	-0.68	-0.14
<b>Writing</b>	48.4	40	41.2	70.8	68	74.3	22.4	28	33.1	0.9	1.86	2.83	0.95	0.95	2.74	0.05	-0.91	-0.08
<b>SPaG</b>	14.3	6.7	29.4	23.6	51.4	60	9.3	44.7	30.6	0.35	0.40	2.54	0.2	0.58	2.75	-0.15	0.18	0.21
<b>Maths</b>	41.25	33.3	47.1	57.9	62.8	71.4	16.6	29.5	24.4	1.7	2.53	3.99	1.35	1.51	3.56	-0.35	-1.02	-0.43

### Attainment

- The % of pupils achieving expected or above was higher in the Autumn term as this was before the publication of the Interim framework and staff were unaware of the criteria to reach ARE.
- The % of PP pupils at expected or above is lower than non PP pupils in all subjects.
- The gap has decreased from Spring to Summer term in all subjects except writing.

### Progress

- PP pupils made the expected 3 points progress in Reading and Maths (almost 4 points), non PP pupils made expected progress in Maths only.
- PP pupils made more progress than non PP pupils in Reading, Writing and Maths.

### Barriers to educational achievement

Unfortunately, pupils who are eligible for Pupil Premium funding can face barriers to educational achievement:

- Pupils enter Foundation Stage at a lower than average level in most areas of the curriculum.
- Historically, aspirations in Rossington have been low, hopefully with new enterprise and local developments, this will soon change.
- A new and challenging curriculum has had an impact on parent's knowledge and ability to support their children. We have held curriculum meetings and sent out curriculum leaflets to address this.

### **Review**

Our Pupil Premium Strategy will be reviewed in July 2017.