



Pupil Premium Grant Expenditure: Report to parents: 2015 - 2016

Overview of the school

Total number of pupils on roll	222
Total number of pupils eligible for PPG	33
Amount of PPG received per pupil	1320
Total amount of PPG received	43,560

Nature of support 2015/2016

At Ladbroke JMI School, we have used our Pupil Premium to impact on the standards of pupils throughout the school in all year groups.

Money is being used to increased staffing levels, provide targeted small group or individual intervention, staff development, improved resources and ensuring emotional support is available where needed. The focus is on early years/KS1 phonics and maths across the school.

<u>Pupil Premium 2015/2016</u>	
Pupil Premium Received:	
Budget Allocation	£43,560
Additional Allocation	0
Total Allocation	£43,560
Expenditure:	
Pie Corbett Training – Staff Development	£2,100
KS1 Targeted Support (intervention)	£3,273
Targeted Maths & Lit Intervention/Challenge	£6,000
RWI Intervention	£9,225
Increased staffing in foundation stage	£7,846
General KS2 Intervention/challenge Work	£3,686
Support for after school/lunch club provision	£1,000
Support for curriculum extended opportunities	£1,000
Bright Starts – staffing and resources	£5,558
Art Therapy	£600
Counselling	£1,545
Resources	£500
Amount unallocated to date:	£1,227

The impact of these interventions is monitored regularly and will be reported on at the end of the academic year.

Impact of Intervention and Pupil Premium

Closing the Gap – EYFS

100% of children achieved a good level of development compared with 79% for the cohort.

Closing the Gap – Y1 Phonics

	Cohort No	Phonics Screening
All	30	83%
Non PPG	25	92%
PPG	5	40%
Gap		-32%

Targeting ensured that all pupil premium children made good progress in their phonic development. Three children did not achieve the standard. One only missed it by one mark and has shown that she will easily achieve it by the end of Y2. The other two children made good progress, one child could identify only two sounds at the start of year one. By the end he was able to identify 44 and read words with the sounds in them. The other child could read 13 sounds at the start of Y1 and by the end of Y1 could identify 61 sounds and read words with these sounds in them.

Closing the Gap – KS1 Progress

	Cohort No	Reading	Maths
All	30	100.9	103
Non PPG	28	100.9	103.4
PPG	2	101.0	98
Gap		+0.1	-3.4

As there are only 2 children in the group it is not possible to attach any significance to this data. In maths one of the two children was in line with the non PPG children.

Closing the Gap – KS2 Progress

	Cohort No	Reading	Writing	Maths
All	30	103.7	104	104.3
Non PPG	23	105.3	105.9	105
PPG	7	98.4	97.8	102.1
Gap		-6.9	- 8.1	-2.9

Over half of the children identified and targeted achieved scores in line with the cohort. Three children did not match the cohort ... they are also on the SEN register. They were all working at L1 or low level 2 at the end of KS1 and made good progress.

Three children who were on the PP register joined us through KS2. One joined in Y4, two joined in Y5. This would not have affected the writing or maths scores but it would have increased the average standardised score for reading to over 100.

Emotional Impact

Good transition for all children, feedback from secondary schools and pupils say they have settled well.

Quote from one child at the end of Y6

'You told me to be brave and never give up or say I can't and I want to thank you because now I am finally ready to say ... I CAN!'