

Pupil Premium Statement

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between pupils eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for pupils who have been looked after continuously for more than six months, and pupils of service personnel.

The Pupil Premium is used strategically to ensure maximum impact on attainment. As a school we will work hard to support disadvantaged pupils. We will regularly review our actions and their impact, and add or remove initiatives to ensure continued success, raised aspirations and to limit social exclusion.

Principles

- We are committed to ‘narrowing the gap’ between all pupils and any specific cohort or group of pupils.
- We will ensure teaching and learning opportunities meet the needs of our pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this ensures that the needs of pupils are adequately assessed and addressed.
- We reserve the right to allocate the Pupil Premium to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds will be allocated following an analysis which will identify priority groups or individuals.
- Not all eligible pupils will be in receipt of Pupil Premium interventions at one time.

Information for the 2016/2017 Academic Year

There are currently 969 pupils on roll, and approximately 13% of these pupils are eligible for the Pupil Premium.

Pupil Premium Funding:

For the 2016/2017 Academic Year, we expect to receive £117, 480.

Intentions for 2016/2017 Academic Year

We intend to continue with the initiatives of previous years that demonstrated an impact on the achievement of disadvantaged pupils. We will continually review them and add or remove initiatives to ensure continued success, raised aspirations and to limit social exclusion.

Initiatives for 2016/2017 Academic Year include:

- Teaching interventions

- TA interventions
- Learning Mentor
- Child Advocate
- Speech and Language
- EAL Support
- Attendance Officer
- Reading with Wendy
- Play Therapy
- Psychology Services
- Music
- GL Assessments
- Corby Sports Dimensions
- Transport
- Equipment and Resources including school uniform
- School Trips
- EYFS initiatives, including interventions, additional sessions, Breakfast Club, additional cohort resources, and Theraplay.

Impact is continually measured through pupil progress meetings this provides evidence which will be available following the publication of key stage results in the summer term.

Impact Statement 2015-2016

Income:

Pupil Premium: £160,700

Early Years Pupil Premium: £5,199.30

CLA: £8,727

Total: £174, 626, 30

The Pupil Premium was spent as follows:

Item/Project		
Intervention	Description	Allocated Pupil Premium
Teacher Interventions	Small group sessions or 1:1 with a Teacher.	£14, 073
TA Interventions	Small group sessions or 1:1 with a Teaching Assistant.	£67,206.88
Learning Mentor	To provide support and guidance to help pupils who are experiencing difficulties in their learning due to social, emotional or behavioural problems.	£23,034

Child Advocate	To represent pupils and to give pupils a voice. To support and protect pupils' rights.	£16, 152
Speech and Language	Intervention support with a focus on Speech and Language.	£2, 300
EAL	Intervention and support for pupils learning English as an additional language.	£5,519
Attendance Officer	To work alongside key staff in school to promote excellent attendance, reduce levels of absence and work with pupils and families to promote high levels of attendance.	£6,646
1:1 Reading Support	A highly effective short term intervention of 1:1 tutoring.	£5,984
Music	To give pupils an opportunity to learn how to play an instrument.	£1,102
GL Assessments	To assess and track pupil attainment and progress over time.	£679.96
Corby Sports Dimensions	To provide exciting sports activities for pupils in school.	£206.60
Transport	To ensure that pupils travel to and from school safely.	£1,068.83
Resources and Equipment	To ensure that pupils have the necessary resources.	£226.98
School Trips	To ensure that pupils can attend any trips planned.	£3820
Breakfast and Teatime Club	To provide child care services before and after school.	£6567.50
EYFS	Interventions, equipment and resources. Additional sessions, Theraplay and Breakfast Club.	£5,199.30

Impact on educational attainment of vulnerable pupils for whom we receive Pupil Premium funding:

- Outcomes improved for Disadvantaged pupils in the Year 1 Phonics Screening Check. See below for the 2015/2016 Data.

Year 1 Phonics Screening Data (All Pupils)

	Cohort	Number achieving expected standard	% School	% National 2016
All Pupils	119	106	89%	81%
Pupil Premium	11	9	82%	70%

Year 1 Phonics Screening Data (Pupils who took the Phonics Screening Check)

	Cohort	Number achieving expected standard	% School	% National 2016
All Pupils	117	106	91%	81%
Pupil Premium	10	9	90%	70%

Year 2 Phonics Screening Re-takes

	Cohort	Number achieving expected standard	% School	% National 2016
All Pupils	28	26	98%	91%
Pupil Premium	8	8	100%	86%

- In Phonics at the end of Year 1, the CLA pupils were in line with the CLA pupils nationally for achieving the Expected Standard.
- In the Year 2 Phonics Retakes, 100% of disadvantaged pupils achieved the Expected Standard.
- In the Year 2 Phonics Retakes, the CLA pupils were in line with the CLA pupils nationally for achieving the Expected Standard.
- At KS1, the disadvantaged pupils were above the non-disadvantaged pupils nationally for working at Greater Depth in Reading.
- At KS1, the disadvantaged pupils were in line with the non-disadvantaged pupils nationally for working at Greater Depth in Writing.
- At KS1, the disadvantaged pupils were in line with the non-disadvantaged pupils nationally for working at Greater Depth in Maths.
- At KS1, the disadvantaged pupils were above the non-disadvantaged pupils nationally for working at the Expected Standard in Science.
- At KS2, the percentage of pupils working at the Expected Standard in Maths was the same for both the disadvantaged pupils and the non-disadvantaged pupils.
- At KS2, those disadvantaged pupils with a Low Prior Attainment in Reading and Writing achieved a progress score above the non-disadvantaged pupils nationally.

A table showing the Pupil Premium Data compared with the Non Pupil Premium Data for Reading, Writing and Maths at the end of KS1 2016

Measure	Pupil Premium	National Pupil Premium	Non Pupil Premium	National Non Pupil Premium
End of KS1	19		101	
% of pupils achieving the Expected Standard or Above in Reading	63%	78%	87%	78%
% of pupils achieving the Greater Depth Standard in Reading	32%	27%	44%	27%
% of pupils achieving the Expected Standard or Above in Writing	58%	70%	86%	70%
% of pupils achieving the Greater Depth Standard in Writing	16%	70%	27%	70%
% of pupils achieving the Expected Standard or Above in Maths	58%	77%	88%	77%
% of pupils achieving the Greater Depth Standard in Maths	19%	21%	32%	32%
% of pupils achieving the Expected Standard or Above in Combined - Reading, Writing and Maths	56%		81%	

A table showing the Pupil Premium Data compared with the Non Pupil Premium Data for Reading, Writing and Maths at the end of KS2 2016

Measure	Pupil Premium	National Pupil Premium	Non Pupil Premium	National Non Pupil Premium
End of KS2	23		69	
% of pupils achieving the Expected Standard or Above in Reading	57%	71%	74%	71%

% of pupils achieving the Greater Depth Standard in Reading	9%	23%	19%	23%
% of pupils achieving the Expected Standard or Above in Writing	65%	79%	78%	79%
% of pupils achieving the Greater Depth Standard in Writing	4%	18%	26%	18%
% of pupils achieving the Expected Standard or Above in Maths	65%	75%	65%	75%
% of pupils achieving the Greater Depth Standard in Maths	4%	20%	17%	20%
% of pupils achieving the Expected Standard or Above in Combined - Reading, Writing and Maths.	48%	60%	54%	60%
% of pupils achieving the Greater Depth Standard or Above in Combined – Reading, Writing and Maths.	4%	7%	10%	7%

Intentions for 2016/2017

- At KS1, to aim to close the ‘in school’ gap between the disadvantaged and non-disadvantaged pupils. To increase the percentage of disadvantaged pupils working at the Expected Standard and Greater Depth in Reading, Writing and Maths.
- At KS2, to increase the percentage of disadvantaged pupils achieving the Expected standard in Reading and Writing.
- At KS2, to increase the percentage of disadvantaged pupils achieving Reading, Writing and Maths combined at both the Expected Standard and at Greater Depth.
- At KS2, to improve the progress scores for the disadvantaged pupils in Reading, Writing and Maths.
- At KS2, to improve the progress scores for the disadvantaged, low prior attainers in Maths.