

Milford Primary School

Pupil Premium Report Summer 2016

Meeting Date 27th May 2016

Present: Paula Fox (Headteacher) and Ruth Baker (Governor with responsibility for Pupil Premium)

Context: To monitor the provision for and progress of pupil premium children in Milford Primary School.

In Summer Term 2016 there were 14 children in Key Stage 1 and 2 and 3 children in Reception in receipt of Pupil Premium funding, making a total of 17 children in school out of 89 (19%). The Pupil Premium budget for 2016/17 is £24,920. Teachers identify all children with Pupil Premium on their planning and all these children receive additional support in line with their needs.

Table 1 showing the distribution of Pupil Premium (PP) children across the school – May 2016

Whole school No of P Premium	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
P P children	3	1	2	2	3	5	1
Total class No	13	15	11	14	12	15	9

Table 2 - Number of Pupil Premium pupils in each of these groups

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
More-able	--	-	-	1	-	-	-
SEN	1	-	-	1	3	3	1
Ethnicity	-	-	-	-	-	-	-
EAL	1	-	-	-	-	-	-
CIC	1	-	-	-	-	-	-
Adopted	-	-	1	-	1	-	-
Gender	1 x girl 2 x boys	1 x girl,	2 x girl	1 x girl 1 x boy	1 x girl 2 x boy	4 x girl 1 x boy	1 x girl
East Midlands Challenge (White working class children)	1	1	-	-	-	-	1
Total number of children	3	1	2	2	3	5	1

All children with pupil premium receive additional support in school. Depending on the child's needs, this can be academic support (e.g. maths, phonic, writing, Read, Write Inc), BEAT (an approach to help children with dyslexia), or support to help children with social / emotional skills (SEALS), or homework support, or paying for school trips, residential trips, uniform, brass lessons, after school or breakfast clubs.

One significant issue for our school in closing the gap between Pupil Premium and non-Pupil Premium children is that of the 17 Pupil Premium children in school, 53% (9 children) have special educational needs (SEN), compared with 6.6% of the non-Pupil Premium school population (5 out of 76 children). Obviously, not all special needs affect children academically, in some cases they are social difficulties, or children can have high functioning autism, however they will all have an impact on a child's ability to learn.

We need to ensure that all children with Pupil Premium are making very good progress, and in many cases accelerated progress and, where children with Pupil Premium don't have any additional special needs, these children need where possible to be targeted to achieve above age-related expectations (ARE).

Table 3- Table to show the ARE (age related expectations) of Pupil Premium children compared with non-Pupil Premium children at the end of Summer Term 2015.

		Year 1 (PP 1, other 14)			Year 2 (PP 2, other 9)			Year 3 (PP 2, other 13)		
		Below ARE	ARE or above	Exceeding ARE	Below ARE	ARE or above	Exceeding ARE	Below ARE	ARE or above	Exceeding ARE
Maths	PP	0%	100%	0%	0%	100%	0%	50%	50%	0%
	Non PP	7%	93%	36%	30%	70%	10%	0%	100%	33%
Writing	PP	0%	100%	0%	0%	100%	0%	50%	50%	0%
	Non PP	14%	86%	29%	13%	87%	50%	17%	83%	17%
Reading	PP	0%	100%	0%	0%	100%	0%	0%	100%	46%
	Non PP	21%	79%	43%	25%	75%	50%	0%	100%	58%

		Year 4 (PP 3, other 9)			Year 5 (PP 5 /other 10)			Year 6 (PP 1, other 8)		
		Below ARE	ARE or above	Exceeding ARE	Below ARE	ARE or above	Exceeding ARE	Below ARE	ARE or above	Exceeding ARE
Maths	PP	0%	100%	33%	0%	100%	40%	0%	100%	0%
	Non PP	0%	100%	33%	0%	100%	33%	0%	100%	
Writing	PP	33%	66%	0%	0%	100%	60%	0%	100%	0%
	Non PP	11%	89%	44%	0%	100%	44%	0%	100%	%
Reading	PP	33%	66%	0%	0%	100%	40%	0%	100%	0%
	Non PP	0%	100%	22%	0%	100%	45%	0%	100%	%



Pupil premium children meet or exceed ARE alongside non PP children



Pupil Premium children do not meet ARE/achieve less than non PP children.

There are 4 year group learning areas where pupil premium children do not meet ARE by summer term 2016. In Year 3, there are two pupil premium children, one of whom has significant special needs. This child made excellent progress over the year. Likewise, in Year 4, all three pupil premium children have SEN, and these children made solid progress over the year.

In the remaining 14 year group learning areas all pupil premium children met or exceeded ARE, equalling or exceeding the achievement of non pupil premium children.

Therefore, we can be confident that we are closing the gap between pupil premium and non pupil premium children in most instances.

Table 4 – Interventions from Pupil Profile sheets for each Pupil Premium child:

ARE = age related expectations; EARE = exceeding age related expectations

Child	Gender	Year Group	SEN if applicable	Interventions / Issues	Evidence of Progress	Point Progress (Class Av)
1	G	1	Possible dyslexia	Gp phonic wk; maths = concern; talk with mum re home support; daily maths wk with teacher; TA 1:1 daily wk; 1:3 gp maths	Now ARE Reading. Writing ARE 4/5 Maths 6/7 ARE	R – 1 (2) W – 3 (3.9) M - 5 (6.2)
2	G	2	Concern re progress	Gd progress, targeted to exceed ARE in reading, writing & maths. Daily individ reading support and guided reading	Spelling Sept (15) +8 months, Jan = + 17 Reading ARE EARE 2 strands writing Maths ARE, 1 strand exceeding	R- 2 (1.8) W – 3 (3.1) M – 7 (5.7)
3	G	2	N.A. (adopted) Maths weaker	SEAL support. Additional gp support in class. Target – get all areas to stage 2/ exceeding ARE	Maths secure ARE 6/7 Writing ARE 4/5 strands Reading ARE	R- 2 (1.8) W – 3 (3.2) M – 6 (5.7)
4	B	3	N.A. Concerns re coasting & self esteem	Concern = coasting, but now making gd progress.; Homework support; Additional maths & reading support with HLTA	Reading = +24 months; Writing ARE Maths EARE in 2 strands EARE reading	R – 2 (2) W – 5 (4.6) M - 7 (6.6)
5	G	3	Global delay. Started schl 2 terms late	Now staying in class for maths (prev going down to Yr 2). Extra support for phonics, target = holding sentence. Daily wk with HLTA, poor attendance due to health issues & hospital appts. Full time maths & English support in gp of 3	Achieved target of -6 months in reading. Steady progress in all areas. Attendance still poor 87% to 89%. Handwriting ARE Maths progressed fm Yr 1 to Yr 2	R – 2 (2) W – 4 (4.6) M - 7 (6.6)
6	B	4	Diagnosed with autism. Referred to educational psychologist	SEAL, 5 point scale for emotional development. Speed writing 2 x wk, English focus gp	Fewer outbursts, better turn taking, mum reports better sleeping. Working on all stage 4 objectives (needs to consolidate) Reading +12 months. Maths EARE in 3 areas Reading ARE Writing EARE in 2 strands	R – 2 (2) W – 5 (3.8) M – 7 (6.1)
7	G	4	Severe dyslexia, Entered Yr 4 at Yr 2 level	BEAT dyslexia, focus comprehension, Read/Write Inc. daily intervention. Target phonic blends using daily precision teaching. Daily maths support. Nimble no's, toe by toe	Maths – made progress in some strands. Target x / and FDP stage 4. Reading – making good progress now - 2months. Target move to stage 3 reading. Sp remains focus. Word reading Stage 3 Understanding Stage 3 Maths ARE Vocab, handwriting, comp ARE	R – 2 (2) W – 5 (3.8) M – 7 (6.1)
8	B	4	ADD & Emotional difficulties. Adopted. Referral MAT team,	Target = writing (get grammar & punc to stage 4). Consolidate maths. SEAL wk for friendships/social skills	ARE all areas RA + 16, spelling – 1 to +9,	R – 2 (2) W – 1 (3.8) M – 7 (6.1)

			behaviour escalating at home			
9	B	5	Dyslexic, poor organisation skills & memory, low maturity,	HLTA daily support – target to move to st 5 in grammar & punctuation. Daily writing support (+ comprehension & reading), Maths support.	97% attendance. RA +4. Working on comprehension. ARE word reading.	R – 2 (1.9) W – 5 (5) M – 7 (6.5)
10	G	5	N.A.	Target to exceed ARE in English, consolidate skills in maths.. Receives small gp wk. Prelearn	Reading +14 months, +36 months spelling. Moving into exceeding in all areas.	R – 2 (1.9) W – 5 (5) M – 7 (7)
11	G	5	N.A.	Maths – pre learn intervention. Target FDP stage 5. Works with adult in class. Sp being stretched with higher level.	Reading 14+ months from 5+ months. ARE reading EARE writing EARE in some strands in maths.	R – 2 (2) W – 5 (5) M – 7 (7)
12	G	5	Dyspraxic - handwriting and fine motor control	Focus = maths, needs to consolidate & get calc to St 5.. Maths support with TA. Prelearn	ARE Maths EARE Reading & writing	R – 2 (2) W – 5 (5) M – 7 (7)
13	G	5	Dyslexic	HLTA spelling support. TA support out of class for spelling but not transferring into class writing.	Sept spelling = -10 , Now ARE in all areas	R – 2 (2) W – 5 (5) M – 7 (7)
14	G	6	Dyslexic Social & emotional difficulties	Poor attendance. Jan 16 Reading 4 a (3 levels progress since KS1). 3x wk 1:1 maths booster with HT. Daily 1:1 writing with HLTA. Homework with HT	ARE in all subjects. Attendance 89% (up from 86% Dec). Improved behavior home & school. KS2-3 transition, regular meetings with Belper coordinator.	

Autumn Term 2016

The Pupil Premium grant for 2016/17 is £1320 per child in reception to Year 6 qualifying for Ever 6 Free school meals. It is £1900 for looked after (Children in Care – CIC) and adopted children.

There are 17 children in school who qualify for pupil premium. 3 are adopted and one is a child in care.