

Pupil Premium and Sports Premium Information 2016/2017

The pupil premium grant is funding provided to schools to close the attainment gap between disadvantaged pupils and their peers. It was introduced by the Government in 2011. A school will receive an amount of money for each pupil of compulsory school age who fits the eligibility criteria. Schools can decide how the pupil premium is best spent however the Government are clear that schools must employ strategies and interventions that they know will support pupils to reach their potential and raise attainment levels.

At Burnt Tree we support all of our pupils. We do this by providing high quality classroom teaching supplemented with interventions to support vulnerable learners as and when required. The school leadership team and governing body monitor the impact of all spending and interventions, including the pupil premium.

The sports premium grant is available to all schools to build on the sporting legacy of the 2012 Olympic Games.

Detailed below is a breakdown of our school allocation and how this has been implemented.

Context of the school
<p>Burnt Tree is a growing two form entry Primary school. In September 2014 a large extension was added to the school; this included eight new classrooms, a dance studio and a dedicated area for science and technology lessons to take place. There are currently 315 pupils on roll and 30 children in the Nursery. At Burnt Tree (ROL 2015) 44.2% pupils are entitled to Free School Meals which is significantly higher than the national figure of 26%. Almost 50% are eligible for pupil premium funding.</p> <p><u>What are the main barriers to learning for many of our pupils?</u></p> <ul style="list-style-type: none">• Lack of access to books or other means of carrying out research or to support with completing homework.• Difficulties with speech, language and communication particularly for younger pupils.• A quiet space to complete homework.• Support to complete homework (at home)• Limited (or no) English spoken at home• Social and emotional needs that can impact upon behaviour in school.• Attendance - for identified pupils.

Amount of Pupil Premium Grant Received (PPG)	
Total number of pupils on roll	315
Total number of pupils eligible for PPG (January Census, 2016)	125
Amount of pupil premium grant received per pupil	£1,320
Total amount of PPG received	£165000
Sports premium grant	£8820

Pupil Premium Spending	£
Small group support; 1:1 interventions and booster groups throughout KS1 and KS2 for reading, writing and maths.	36000
Additional in class support in KS2 to accelerate progress in reading, writing and maths.	45000
LSP support for language development in the EYFS	12625
Reading and comprehension materials	1000
HLTA to coordinate and deliver speech and language interventions	13000
Before and after school reading, writing and maths clubs (Spring Term)	2925
Accelerated reading programme and materials	5000
Contribution towards educational visits, extra-curricular activities and residential activities to Support experiential learning.	1125
Phonics intervention groups	22600
Theatre visit (KS2)	1260
Additional part time teacher to work in Year 6	4095
Homework club	1170
ICT resources to support learning.	5100
Whole school training on strategies to use in order to develop pupils use of oral and written language.	1100
Part funding of family support worker to support vulnerable children who need mentoring or support with emotional and behavioural difficulties in order to make good progress with their learning.	13000

Sports Premium Spending	£8820
The funding received from the Sports Premium Grant will be allocated in the following ways:	
<ul style="list-style-type: none"> • Subsidising sports coaches • After school sports clubs • Purchase of sports equipment 	6000 1500 1320

Measuring the impact of Pupil Premium Spending 2015-2016

EYFS: 53% of disadvantaged pupils achieved the good level of development compared with 66% of all pupils in school and 69% of all pupils nationally. This is an increase on 2015 when 41% of our disadvantaged pupils achieved the GLD. Our data shows that disadvantaged pupils make good progress from their starting points. We were moderated by the LA and all of our judgements were agreed.

Phonics: 77% of disadvantaged pupils achieved the phonics standard in Year 1 compared with 81% of pupils in school and also nationally. This is a significant increase on 2015 when 55% of disadvantaged pupils achieved the standard.

KS1: 64% of disadvantaged pupils achieved the expected standard in reading, writing and maths compared with 60% of all pupils nationally.

We can also show that all disadvantaged pupils made expected progress in reading, writing and maths and over 30% made better than expected progress since the end of the EYFS.

KS2: Disadvantaged pupils made good progress in reading, writing and maths in years 3, 4 and 5 compared with that start of the year. There was no significant differences between the disadvantaged pupils achieving the expected standard and those who are not.

End of KS2: 34.5% disadvantaged pupils achieved the expected standard in reading, writing and mathematics. Nationally 53% pupils reached the new tougher expected standard in reading, writing and mathematics combined in 2016.

Attainment KS2

Subject	School average scaled score	National average scaled score
Reading	95	103
Grammar punctuation and spelling	100	104
Mathematics	101	103

Progress KS2

	Progress score
Reading progress	-5.6
Writing progress	-1.9
Mathematics progress	0.2

We recognise that many of our pupils struggled with the reading test. We do believe that we can show they made good progress in reading through the work they completed in class. The current year 6 will have been working within the new curriculum for an extra year and we are confident that with over 65% already on track to achieve the expected standard that our results will be significantly higher in Summer 2017.

