



Pupil Premium

February 2017

The Department for Education provides schools with [Pupil Premium](#) (PP) funding for disadvantaged pupils, i.e. those:

- who are looked after by the Local Authority (LAC)
- who have been eligible for Free School Meals (FSM) at any point in the last six years
- whose parents are currently serving in the armed forces.

This additional funding is used to assist these children because they often face unique challenges and struggle to keep up with their peers both in primary and secondary school.

Accountability

Staplehurst School uses this funding to direct expenditure to these pupils and our governing body and senior management team regularly monitor:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers.

In line with our School Improvement Plan we continually Review, Reflect, take Action and monitor Impact to strive to provide the best possible outcomes for our pupil premium children.

Ofsted inspections report on how schools' use of this funding affects the attainment of these pupils.

Number of children

Academic Year 2015-16	No. of children	% No. on roll
Free School Meals (FSM) & Looked After Children (LAC)	63	14.9%
Service Children	0	0
Total	63	14.9%
Total number on roll	422	

Funding

Schools are funded in the financial year April to March. Expenditure is during the academic year.

Academic Year	Funding	Expenditure
2016-17	Est £84,720	tba
2015-16	£82,912	£82,912
2014-15	£79,319	£79,319
2013-14	£61,911	£61,911

How we have used this funding during academic year 2015-16

Literacy interventions – Reading, Comprehension, Writing & SPAG	19.4%
Numeracy interventions – Focus Groups, Numbers Count, First Class@Number and Power of 2 / Plus1	13.2%
Social and emotional interventions – Counselling, Social Skills Groups, Lego Therapy	3.1%
Speech and Language – Language Link and Speechlink (contribution to subscription)	1.4%
Fine and gross motor skills and sensory feedback interventions – BEAM, Sensory Circuits, Clever Fingers and Memory Magic	3.1%
Other teaching enrichment (contribution) – trips and curriculum enrichment	15.2%
Behaviour support – time out sessions, reflection	3.7%
Wellbeing – Breakfast Club, Sports Clubs, Swimming, Uniform, Lunches and Milk	11.0%
Resources (contribution)	10.7%
Staff training (contribution)	2.6%
Staff costs (contribution)	6.5%
Supplementary intensive classroom support	10.0%
	100%

Attainment

Percentage meeting or exceeding National Curriculum Expectations 2015-16

	Reading		Writing		Numeracy	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Year 1	57%	76%	43%	76%	57%	79%
Year 2	63%	70%	25%	43%	63%	70%
Year 3	50%	71%	50%	63%	40%	71%
Year 4	75%	84%	58%	66%	75%	86%
Year 5	30%	78%	20%	59%	30%	67%
Year 6	50%	65%	67%	82%	0%	59%

Progress

Percentage meeting or exceeding expected progress (6+ steps over the academic year) 2015-16

	Reading		Writing		Numeracy	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Year 1	43%	36%	29%	50%	43%	55%
Year 2	43%	55%	0%	17%	57%	50%
Year 3	20%	31%	20%	20%	20%	20%
Year 4	25%	72%	17%	48%	58%	66%
Year 5	40%	41%	50%	13%	50%	30%
Year 6	33%	33%	50%	33%	50%	55%

**this data was taken from Target Tracker progress data for which we can only show 5 steps of progress for the academic year rather than 6 steps. This has since been rectified.*

Impact

EYFS:

- 2015/16 Children with FSM outperformed Non FSM (no national comparative data yet)

KS1

Y1 Phonics

- 2015/16: 83% of disadvantaged pupils achieved the expected standard, compared to 70% of disadvantaged pupils nationally

Y2

- 2015/16: Disadvantaged Pupils achieved lower standards than other pupils except in maths, and lower than the comparative group nationally in reading and writing, but higher in maths
- No disadvantaged pupils achieved Greater Depth standard in any subject

KS2

- 2015/16: Disadvantaged Pupils achieved lower standards than other pupils in all subjects and lower than the comparative group nationally except in writing (which was teacher assessed)
- No disadvantaged pupils achieved higher standards in any subject
- Disadvantaged pupils made slower than expected progress in all subjects significantly so in Maths

Attendance and Behaviour

From September 2015 attendance below 95% is monitored. Behaviour in school continues to be good.

	Pupil Premium	Non Pupil Premium
Attendance	92.9%	95.8%
Number of exclusions	None	None

Going forward for 2016-17

Following analysis of results for 2015/16 a PUPIL PREMIUM REVIEW was conducted by an external consultant, to ensure interventions match the needs of pupils to raise attainment.

Currently we plan to continue providing:

- a further range of carefully targeted interventions aimed at meeting the academic needs of these pupils
- meeting social and emotional needs of these pupils through family support and pastoral care
- breakfast club, trips, swimming, sports clubs, curriculum activities, uniform and school milk to ensure these children are not disadvantaged

We are also scheduled to:

- continue to provide staff training to ensure more children reach age related expectations within the higher expectations of the new curriculum
- collaborate with an outstanding school who obtain outstanding results for their pupil premium children
- improve engagement with the parents of these children and develop a stronger working relationship
- develop a richer language environment to ensure that children and their families are immersed in quality language to promote higher order language skills