



St. John's Primary School Pupil Premium Analysis

2014 to 2015

Summary of Funding for Financial Year 2014 to 2015

	April 2014 to April 2015
Total no. of pupils	41
Funding per pupil	£1,300
Total funding	£53,300

Data summary for July 2015

Year 2 2015 End of KS1 SATs results – Attainment

Average Points Score	Non Pupil Premium 2015 Results		Pupil Premium 2015 Results		2015 gap between pupil premium and non pupil premium	
	School	National	School	National	School	National
Reading, writing & maths	16.2	16.6	13.8	14.8	-2.4	-1.8
Reading	17.5	17.1	15.0	15.2	+0.4	-0.2
Writing	14.7	15.8	12.3	14.0	-2.4	-1.7
Maths	16.4	16.9	14.0	15.1	-2.4	-1.1

Year 1 2015 Phonics screening check results

	Non Pupil Premium 2015 Results		Pupil Premium 2015 Results		2015 gap between pupil premium and non pupil premium	
	School	National	School	National	School	National
Achieving expected standard	96%	80%	80%	66%	-16	+14

Key Stage One Summary

- The data shows an insignificant gap between pupil premium and non pupil premium children in reading at the end of key stage one, both nationally and within school.
- There is a minor gap in attainment between children in school compared to nationally in writing and maths. The gap in attainment is wider still between pupil premium and non-pupil premium children within school.
- Phonics screening results show that pupil premium children achieved 14% higher than the national average, however the in school gap was 16%.



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Year 6 2015 End of KS2 SATs results - Attainment

	Non Pupil Premium 2015 Results		Pupil Premium 2015 Results		2015 gap between pupil premium and non pupil premium	
	School	National	School	National	School	National
Attainment – Level 4 + in reading, writing and maths	76%*	84%	88%	70%	+12	-14
Attainment – Level 4+ in reading	84%	92%	100%	83%	+16	-9
Attainment – Level 4+ in writing	84%	90%	88%	79%	+4	-11
Attainment – Level 4 + in Mathematics	92%	90%	88%	80%	-4	-8
Attainment – Level 4 + in Grammar, Punctuation and Spelling	88%	84%	88%	71%	0	-13
Attainment – Level 5 + in reading, writing and maths	16%	29%	13%	13%	-3	-16
Attainment – Level 5+ in reading	52%	55%	13%	34%	-39	-21
Attainment – Level 5+ in writing	24%	42%	13%	22%	-11	-20
Attainment – Level 5+ in Mathematics	48%	47%	13%	28%	-35	-19
Attainment – Level 5 + in Grammar, Punctuation and Spelling	68%	61%	38%	43%	-30	-18
Average points score – reading, writing and maths	28.9	29.5	27.4	27.2	-1.5	+0.2
Average points score – Reading	29.4	29.6	27.8	27.6	-1.6	+0.2
Average points score – Writing	27.2	28.9	26.3	26.6	-0.9	-2.3
Average points score – Maths	29.4	29.8	27.8	27.3	-1.6	+0.5
Average points score – grammar, punctuation and spelling	30.4	29.9	29.3	27.5	-1.1	+1.8



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Key Stage Two Summary

Pupil premium children attained significantly higher than nationally at level 4 for combined reading, writing and maths. Their attainment was also higher than non pupil premium children within school for reading and writing.

At level 5, attainment of pupil premium children was lower than nationally and compared to non pupil premium children within school.

Year 6 2015 End of KS2 SATs results - Progress

	Non Pupil Premium 2015 Results		Pupil Premium 2015 Results		2015 gap between pupil premium and non pupil premium	
	School	National	School	National	School	National
Expected progress in mathematics	100%	91%	91%	86%	-9%	+5%
More than expected progress in mathematics	36%	37%	13%		-23%	
Expected progress in writing	92%	95%	88%	92%	-4%	-4%
More than expected progress in writing	13%	37%	16%		+3%	
Expected progress in reading	88%	92%	100%	88%	+12%	+12%
More than expected progress in reading	40%	33%	0%		-40%	

Attainment Gaps in Reading

Year 1 to Year 5 July 2015

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap
Year 1	11.1	12.9	-1.8
Year 2	15.8	16.9	-1.1
Year 3	22.0	21.7	+0.3
Year 4	20.8	25.5	-4.7
Year 5	27.0	29.0	-2.0



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Attainment Gaps in Writing

Year 1 to Year 5 July 2015

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap
Year 1	10	11.4	-1.4
Year 2	13.6	14.2	-0.6
Year 3	19.3	19.6	-0.3
Year 4	18.5	20.8	-2.3
Year 5	22.5	24.5	-2.0

Attainment Gaps in Maths

Year 1 to Year 5 July 2015

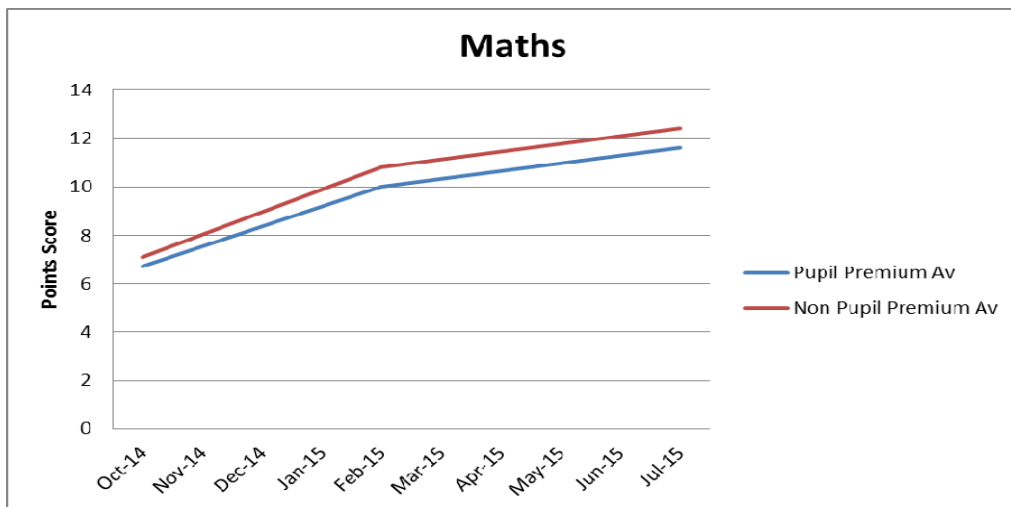
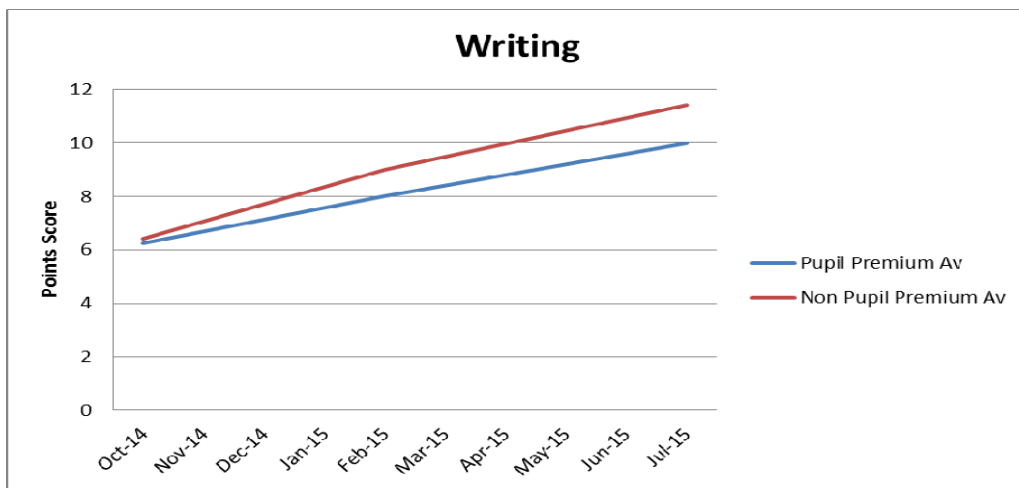
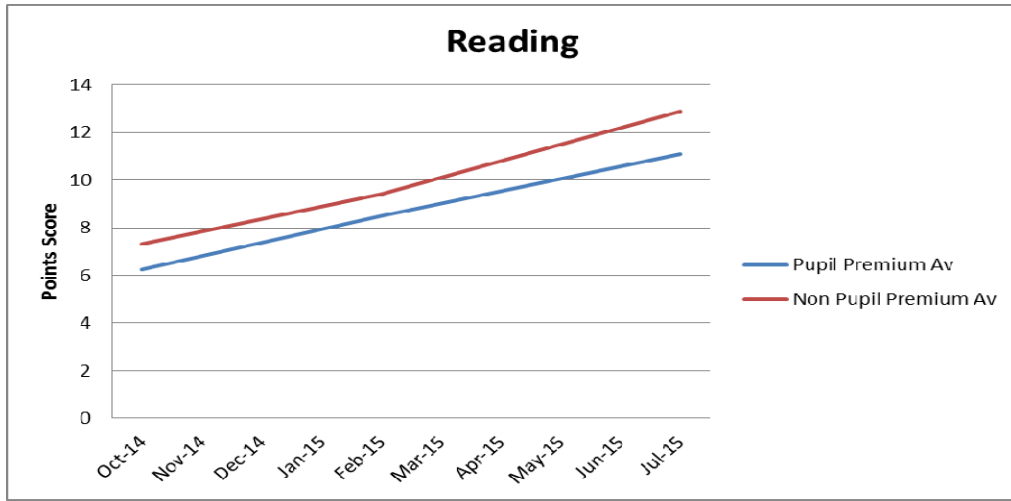
	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap
Year 1	11.6	12.4	-0.8
Year 2	14.8	16.3	-1.5
Year 3	22.3	19.9	-2.4
Year 4	19.8	24.3	-4.5
Year 5	22.4	25.6	-3.2



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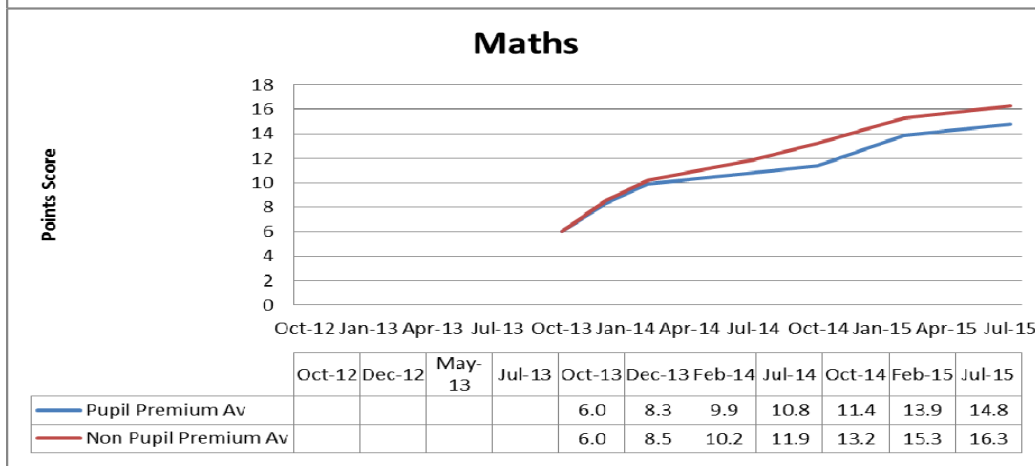
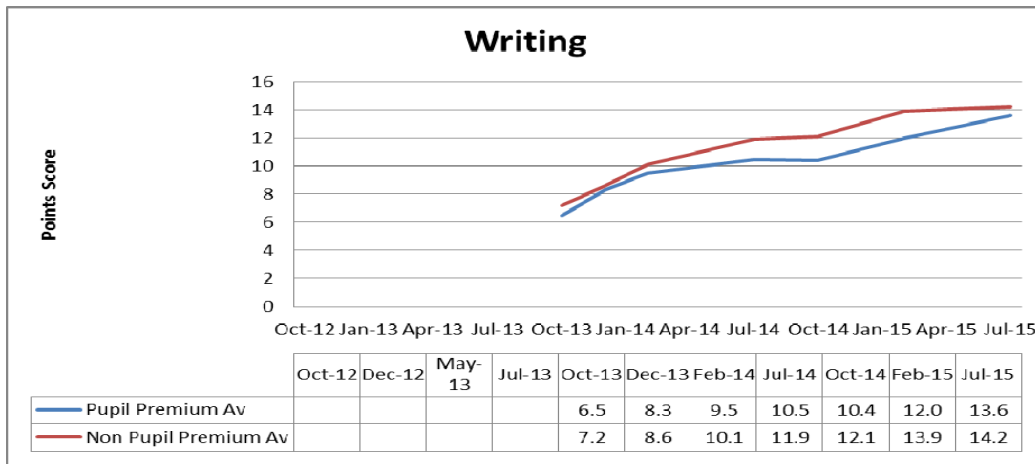
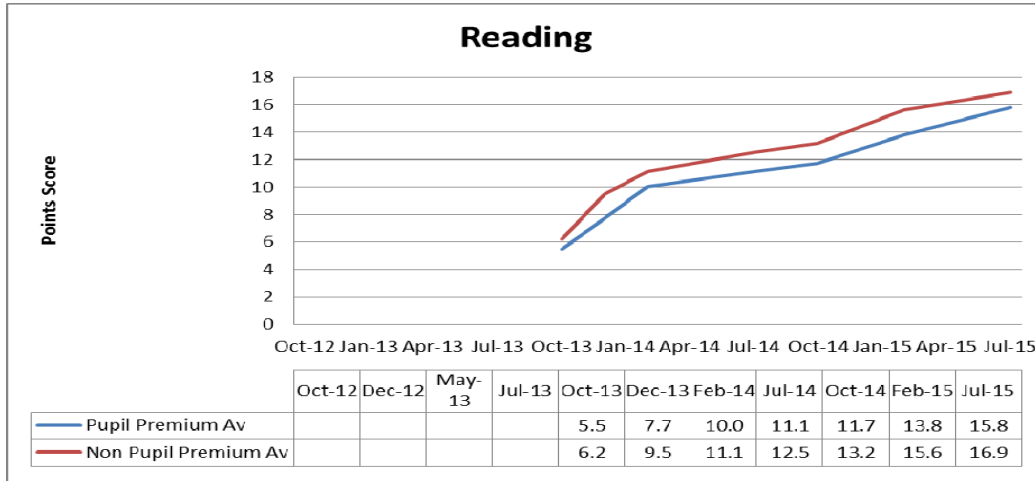
Pupil Premium Attainment Gap – Year One





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Pupil Premium Attainment Gap – Year Two

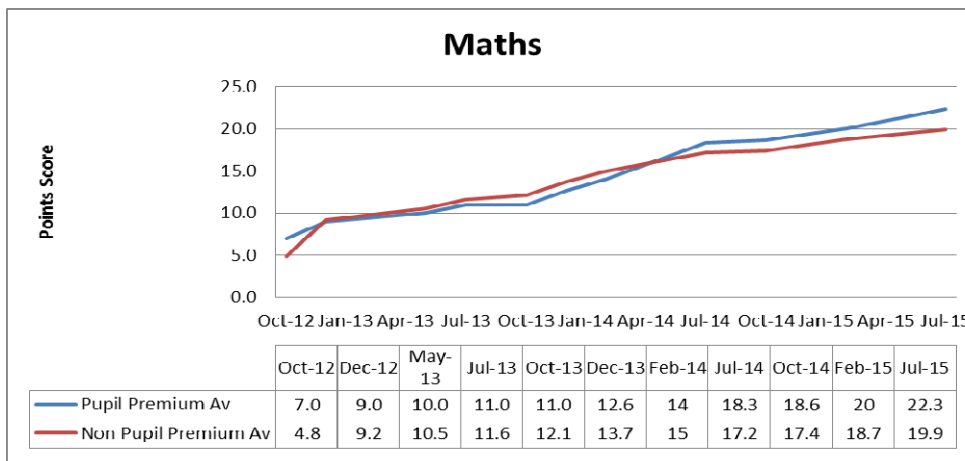
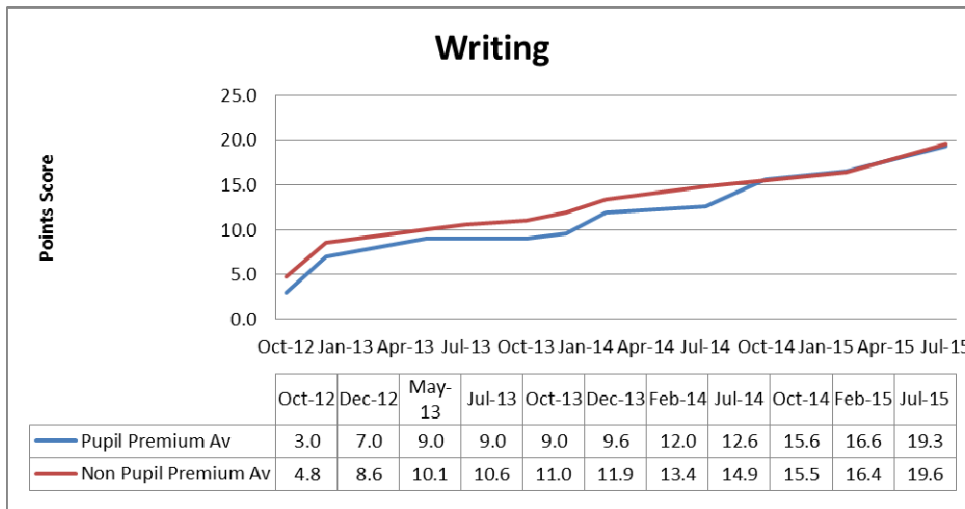
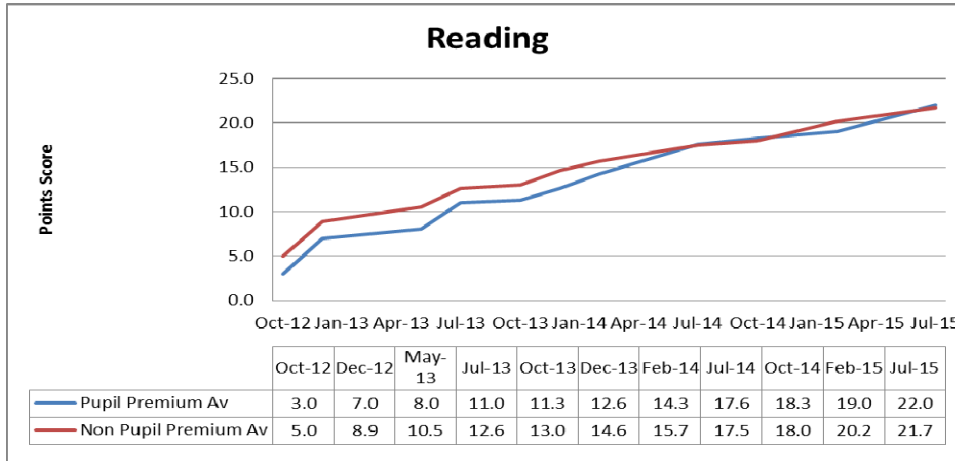




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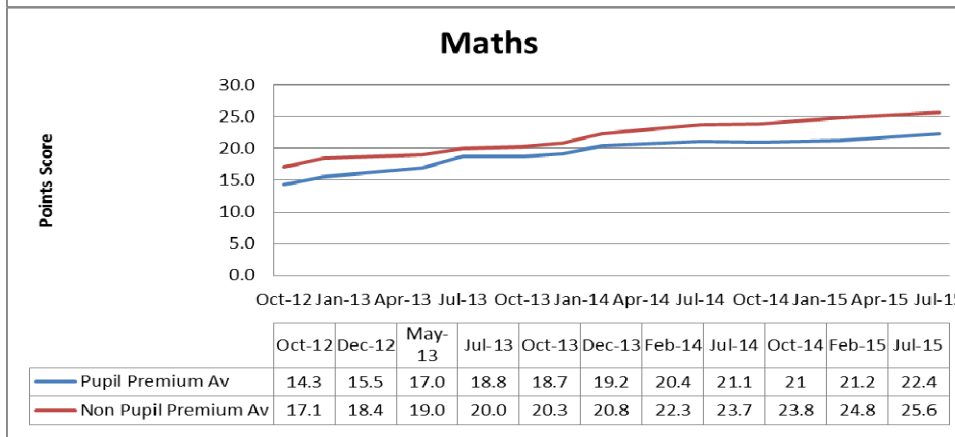
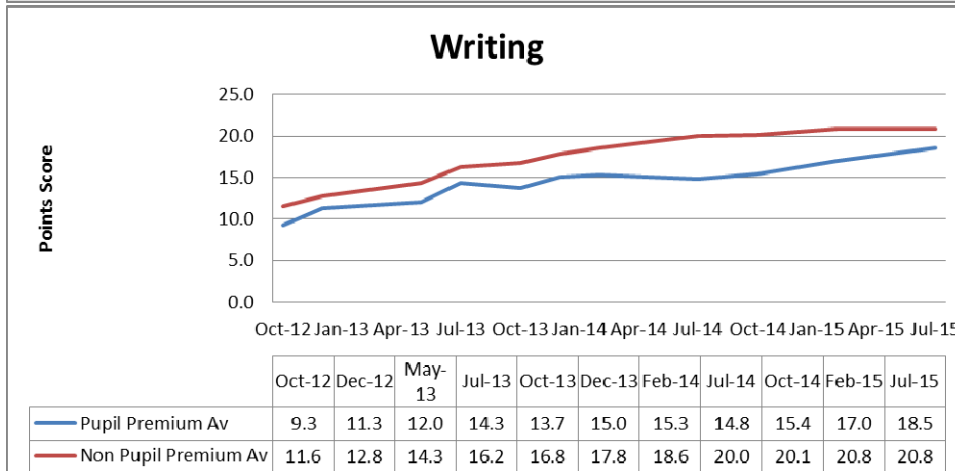
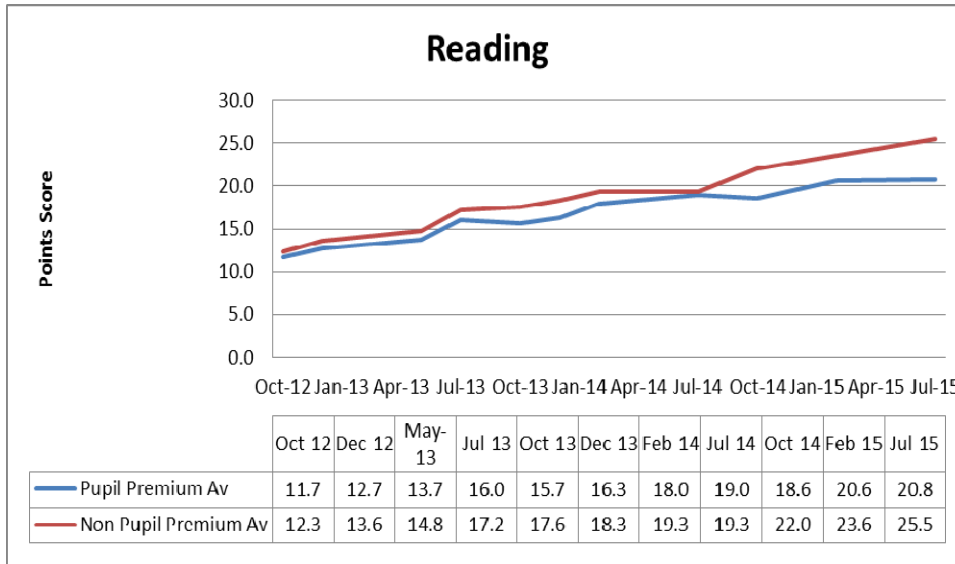
Pupil Premium Attainment Gap – Year Three





St. John's Primary School Pupil Premium Analysis 2014 to 2015

Pupil Premium Attainment Gap – Year Four

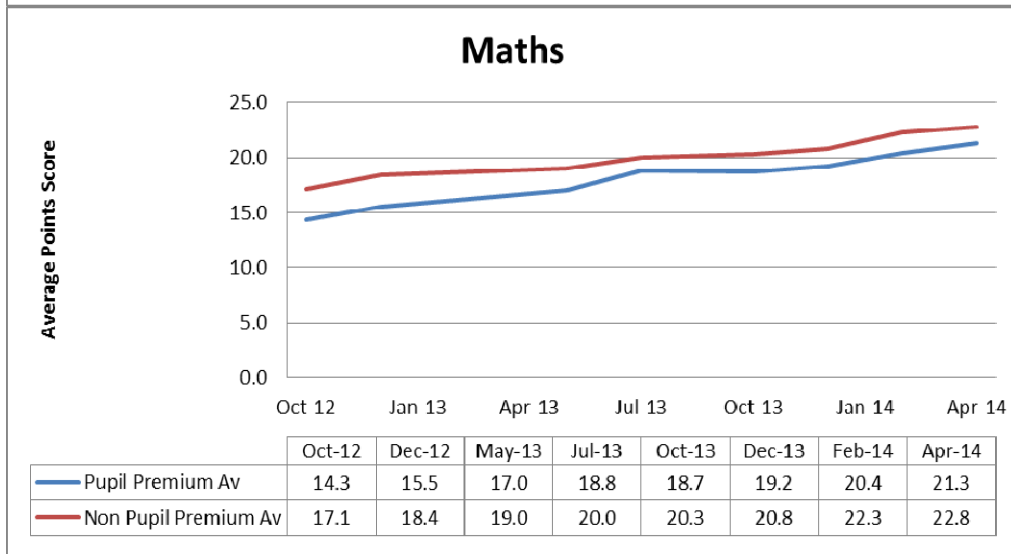
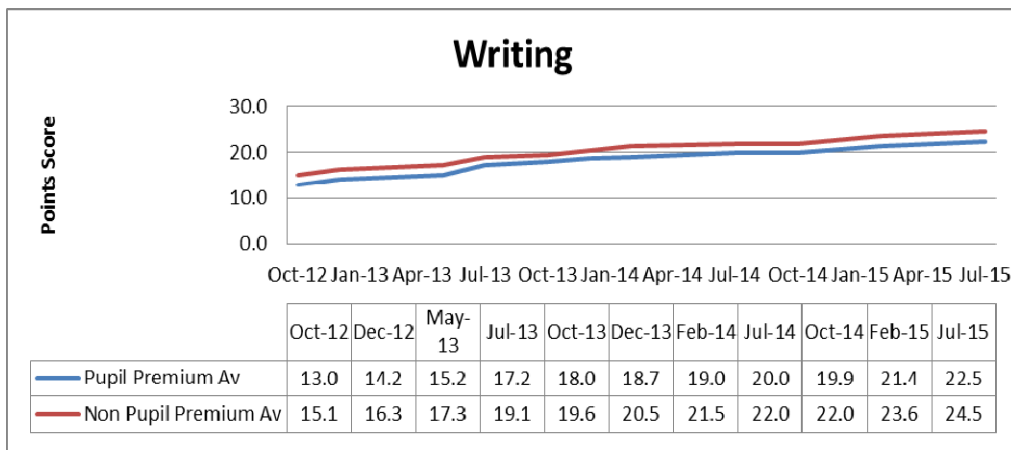
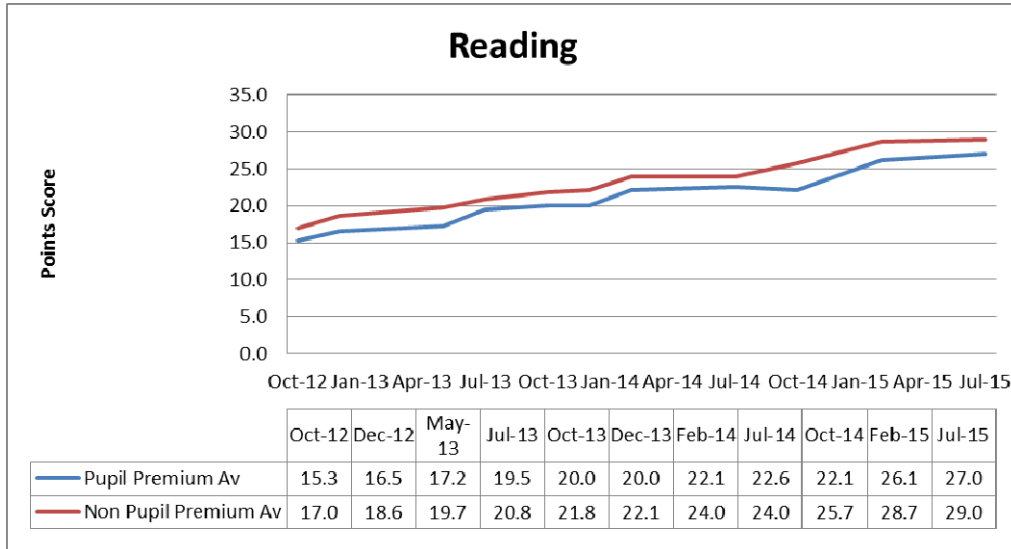




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Pupil Premium Attainment Gap – Year Five





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Summary

- Over time, the progress of pupil premium children is broadly in line with that of non pupil premium children.
- For year one pupils, the gap has widened in reading, writing and maths. Specific interventions are in place for pupil premium children to ensure that this gap begins to narrow.
- In year 2, the gap remains insignificant between pupil premium and non pupil premium pupils.
- In year 3 the gap for reading and writing has closed over time and pupil premium pupils now attain in line with their non pupil premium peers.
- For year 4 pupils, there is a significant gap in reading attainment between pupil premium and non pupil premium pupils. Structured reading interventions are in place for these pupils.
- In year 5, there is a consistent gap between pupil premium and non pupil premium pupils. Interventions are in place to enable these pupils to accelerate their progress.

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action	Is this a new or continued cost?	Summary of the intervention	Intended outcomes	Monitoring	Impact
1:1 and small group interventions for learning.	£57,829	Continued	20 minute daily interventions for pupils whose attainment is below ARE. 1:1 daily interventions for pupils who are identified as having SEND.	Structured learning intervention enables accelerated progress for pupil premium children to close the attainment gap.	Interventions are closely monitored by the DHT. TAs leading interventions provide learning evaluations each half term and suggest how to move forward. The progress of pupils participating in interventions is tracked separately and monitored each half term during pupil progress meetings. Interventions are observed by DHT/HT twice per year and impact evaluated. Success is evidenced through points progress made by pupils.	See results charts above.



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Nurture group	£14,812	Continued	Children who have social and emotional difficulties attend a structured lunchtime club where they participate in social activities under supervision. Children access nurture time twice per week to develop their social skills and emotional intelligence.	Children are able to form relationships effectively with others. They develop their emotional awareness through talk time and social skills through shared activities. Children have the opportunity to talk about themselves and their feelings.	DHT/HT monitor the impact of nurture time through observation and pupil interview. Teachers discuss the impact on pupils behaviour during pupil progress meetings.	Children with social and emotional difficulties have developed friendships with other children in the smaller and more structured environment. Children with behavioural difficulties are improving as a result of nurture time.
Additional activities	£31.65	New	Additional swimming lessons	Ensure that child is able to develop age appropriate water confidence.	DHT observed swimming lessons to ensure that confidence was improving.	Improved confidence in swimming and age appropriate water confidence.
Counselling	£860	Continued	Professional 1:1 counselling once per week for 30 minutes.	Children are provided with the opportunity to talk to a professional and process their emotions. This enables their readiness for learning in the classroom more effectively.	DHT liaises with counselling service to measure impact on children.	Counselling has had a very positive impact on pupil premium children, enabling them to effectively process their emotions and therefore demonstrate a readiness for learning in the classroom.

Priorities for future funding

- Put in place early interventions in reading and phonics to ensure the gap is closed early.
- Specific and regular interventions for current year 5 cohort with DHT.
- Continue to invest in wider opportunities for more able pupil premium children, for example music lessons.