



St. John's Primary School Pupil Premium Analysis

2015 to 2016

Summary of Funding for Financial Year 2015 to 2016

| April 2015 to April 2016 <i>(based on census data from January 2015)</i> | | |
|---|------------------|-------------------|
| | Number of Pupils | Funding per Pupil |
| FSM/Ever 6 pupils | 38 | 1300 |
| | Total | 49,400 |

Data summary for July 2016

Year 2 2016 End of KS1 SATs results – Attainment

| Percentage of pupils achieving at least expected standard | Non Pupil Premium 2016 Results | | Pupil Premium 2016 Results – All disadvantaged Pupils | | 2016 gap between pupil premium and non pupil premium | |
|---|--------------------------------|----------|---|----------|--|----------|
| | School | National | School | National | School | National |
| Reading | 91% | 78% | 71% | 78% | -20% | 0% |
| Writing | 78% | 70% | 71% | 70% | -7% | 0% |
| Maths | 91% | 77% | 71% | 77% | 20% | 0% |

| Percentage of pupils achieving greater depth | Non Pupil Premium 2016 Results | | Pupil Premium 2016 Results – All disadvantaged Pupils | | 2016 gap between pupil premium and non pupil premium | |
|--|--------------------------------|----------|---|----------|--|----------|
| | School | National | School | National | School | National |
| Reading | 35% | 27% | 14% | 27% | -21% | 0% |
| Writing | 35% | 16% | 14% | 16% | -21% | 0% |
| Maths | 17% | 20% | 14% | 20% | -3% | 0% |

- The end of Key Stage One data above shows that for all disadvantaged pupils, the school average is just below the national average in reading, writing and maths. However, this is due to one post looked after child with high level special educational and developmental needs performing significantly below the expected standard. This pupil joined our school at the beginning of year 2. For other Free School Meal and Pupil Premium children, the achievement of pupils in reading, writing and maths is above the national average in reading, writing and maths as shown in the table below:



St. John's Primary School Pupil Premium Analysis 2015 to 2016

| Percentage of pupils achieving at least expected standard | Non Pupil Premium 2016 Results | | Pupil Premium 2016 Results – FSM Pupils | | 2016 gap between pupil premium and non pupil premium | |
|---|--------------------------------|----------|---|----------|--|----------|
| | School | National | School | National | School | National |
| Reading | 91% | 78% | 83% | 78% | -8% | 0% |
| Writing | 78% | 70% | 83% | 70% | +5% | 0% |
| Maths | 91% | 77% | 83% | 77% | -8% | 0% |

Year 1 2016 Phonics Screening Check Results

| | Non Pupil Premium 2016 Results | | Pupil Premium 2016 Results | | 2016 gap between pupil premium and non pupil premium | |
|-----------------------------|--------------------------------|----------|----------------------------|----------|--|----------|
| | School | National | School | National | School | National |
| Achieving expected standard | 85% | 83% | 100% | 70% | +15% | -13% |

Key Stage One Summary

- The data shows a significant gap between pupil premium and non pupil premium children working at greater depth in reading, writing and maths at the end of key stage one within school. The percentage of pupil premium children working at greater depth is broadly in line with the national average in writing and maths. There is a significant gap between the percentage of children working at greater depth in reading with the national average.
- Phonics screening results show that 100% of pupil premium pupils achieved the expected standard to pass the phonics screening test. This data includes one looked after child. This is significantly higher than the national average by 30%.



St. John's Primary School Pupil Premium Analysis

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Year 6 2015 End of KS2 SATs results - Attainment

| | Non Pupil Premium 2016 Results | | Pupil Premium 2016 Results | | 2016 gap between pupil premium and non pupil premium | |
|--|--------------------------------|----------|----------------------------|----------|--|----------|
| | School | National | School | National | School | National |
| Reading attainment scaled score 100+ | 83% | 71% | 57% | 71% | -26% | 0% |
| Reading high scaled score | 33% | 23% | 29% | 23% | -4% | 0% |
| Writing attainment expected standard + | 92% | 79% | 86% | 79% | -6% | 0% |
| Writing attainment greater depth | 0% | 18% | 0% | 18% | 0% | 0% |
| Maths attainment scaled score 100+ | 88% | 75% | 86% | 75% | -2% | 0% |
| Maths attainment high scaled score | 25% | 20% | 14% | 20% | -11% | 0% |
| Reading, writing & maths combined expected standard + | 83% | 60% | 57% | 60% | -26% | 0% |
| Reading, writing & maths combined high standard | 0% | 7% | 0% | 7% | 0% | 0% |
| English grammar, punctuation and spelling attainment scaled score 100+ | 83% | 78% | 86% | 78% | +3% | 0% |
| English grammar, punctuation and spelling attainment high scaled score | 38% | 27% | 14% | 27% | -24% | 0% |

Key Stage Two Summary

- The results table above shows that pupil premium pupils performed significantly below the national average. They also performed significantly lower than non pupil premium children in school.
- The percentage of pupil premium achieving a higher scaled score in reading was slightly above with the national average.
- Pupil premium attainment in writing and maths was above the national average.
- The percentage of children attaining greater depth in writing was significantly below the national average.
- The percentage of pupil premium children achieving a higher scaled score in maths was slightly lower than the national average.
- Overall, the percentage of pupil premium children achieving the expected standard in reading, writing and maths was broadly in line with the national average.



St. John's Primary School Pupil Premium Analysis 2015 to 2016

Attainment Gaps in Reading

Year 1 to Year 5 July 2016

| | Average Points score Pupil premium children | Average Points score non-pupil premium children | Attainment Gap |
|--------|---|---|----------------|
| Year 1 | 23.0 | 23.3 | -0.3 |
| Year 2 | 26.0 | 26.4 | -0.4 |
| Year 3 | 28.8 | 29.0 | -0.2 |
| Year 4 | 32.8 | 32.5 | +0.3 |
| Year 5 | 34.9 | 35.1 | -0.2 |

Attainment Gaps in Writing

Year 1 to Year 5 July 2016

| | Average Points score Pupil premium children | Average Points score non-pupil premium children | Attainment Gap |
|--------|---|---|----------------|
| Year 1 | 22.9 | 22.9 | 0 |
| Year 2 | 25.9 | 26.4 | -0.5 |
| Year 3 | 28.8 | 29.0 | -0.2 |
| Year 4 | 32.3 | 32.2 | +0.1 |
| Year 5 | 34.3 | 35.1 | -0.8 |

Attainment Gaps in Maths

Year 1 to Year 5 July 2016

| | Average Points score Pupil premium children | Average Points score non-pupil premium children | Attainment Gap |
|--------|---|---|----------------|
| Year 1 | 22.9 | 23.1 | -0.1 |
| Year 2 | 25.9 | 26.4 | -0.5 |
| Year 3 | 28.5 | 29.0 | -0.5 |
| Year 4 | 33.5 | 32.7 | -0.8 |
| Year 5 | 34.0 | 34.6 | -0.6 |



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2015 to 2016

Summary

- Over time, the progress of pupil premium children is broadly in line with that of non pupil premium children.
- There are no significant gaps in the attainment of pupil premium and non pupil premium children in any year groups for reading, writing and maths.

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. | £46,949 | 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. |
| Nurture group | | 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 | Children are able to form relationships effectively with others. They develop their emotional awareness through talk time and social skills through shared activities. | 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 |



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| | | | | | | |
|------------------------------|-------|-----------|---|---|--|---|
| | | | per week to develop their social skills and emotional intelligence. | Children have the opportunity to talk about themselves and their feelings. | | difficulties are improving as a result of nurture time. |
| Enrichment Activities | £5082 | New | Additional enrichment for pupil premium children including 1:1 music tuition, sports clubs such as gymnastics and swimming, attendance at brownies and guides and science club. | Children are provided with opportunities which they would not otherwise have access to. Increased levels of confidence and engagement in the classroom. | DHT monitored the impact of the additional activities through monitoring well being of children. DHT monitored the engagement of children during lessons to ascertain impact of additional activities on confidence. | All children who accessed additional activities showed an increase in their general confidence and self esteem. They focussed well in the classroom and teachers felt the enrichment activities had a positive impact on their learning in the classroom. |
| Counselling | £2293 | 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

- Continue to invest in learning support assistant time to ensure that children with emotional and social difficulties are able to access the curriculum.
- Develop a nurture group with full time, fully trained staff.
- Continue to invest in learning support assistants to ensure children are provided with early intervention on a 1:1 basis, particularly for reading.