

## Pupil Premium Report 2015 – 2016

### Background:

The pupil premium is a government initiative aimed at providing additional money at pupils from deprived backgrounds to drive up standards. Research shows the pupils from deprived backgrounds underachieve compare to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

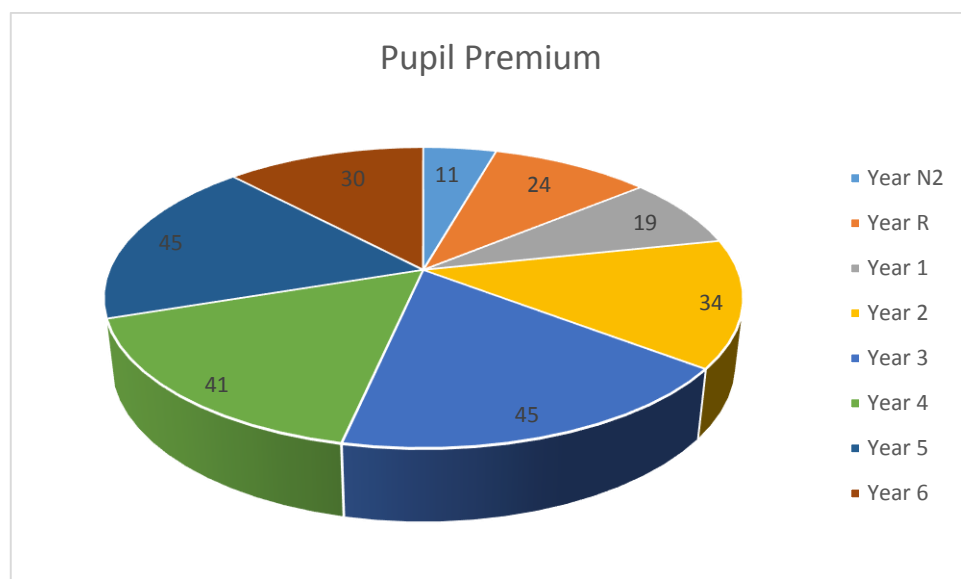
### Objective:

At Purley Oaks there is a school community commitment and ethos to raising achievement for pupil's who are eligible for the pupil premium grant (PPG). We aim to ensure that these pupils make rapid rates of progress, to eliminate gaps in achievement between their peers. The school has found that the most effective way to raise attainment and progress is through Quality First teaching and ensuring these pupils have access to outstanding practice. This is where the majority of the funding is targeted. Due to variations in the number of pupils eligible for the pupil premium grant in each year group, allocation of funding is not uniformed across school.

### Funding 2015/2016:

Number of pupils eligible and pupil premium grant (PPG) received	
Total number of pupils on roll	629
Total number of pupils eligible for PPG (Ever 6 FSM*)	249 (40%)
Total amount of PPG received	£323,418

### Distribution of Pupils:



## PURLEY OAKS PRIMARY SCHOOL, NURSERY AND CHILDREN'S CENTRE

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### Impact of Expenditure:

Area of expenditure	What did this include?	Why was this done?	What was the impact
<b>Teaching and Assessment</b>  40.7% of funding	Outstanding teaching, HLTA and experienced additional teachers. Rigorous target setting.	Quality First teaching has been evidenced as having the most impact on a child's outcomes. A tailored mentoring programmes improves and enhances practice of all.	95% of all pupils experiencing good or outstanding teaching. Teachers becoming more reflective of their practice and meeting the needs of all the children in their class.
<b>Attainment and Achievement</b>  7.1% of funding	Purchasing, setting up and managing of PiXL programme.	Targeted interventions have been put in where gaps in knowledge have been identified as barriers to learning. Children are then given opportunity through intense support to address these	Attainment and progress of the children in the PiXL group is updated on a regular basis through summative and formative assessment. 54% of Y6 pupils achieved combined expected standard (above national)
<b>Wellbeing</b>  35.7% of funding	Appointed experienced Learning mentors across the school. Family Support Worker working with children and parents.	These provisions addressed a range of needs that the children may have including confidence, friendship skills, listening & attention, social skills, communication, transition support through Key Stages	Impact was seen through the improvement in children's confidence, happiness with their relationship with their peers, adults and family. Reduction in detentions from Aut 2015 (82) to Sum 2016 (47) and time spent to resolve conflict
<b>Removing Barriers</b>  8.6% of funding	Allocation of EWO timing on weekly basis Opportunities for parental involvement – Wonderful Wednesdays, Thrilling Thursdays.	Improving attendance and punctuality. To maximise parental/family engagement to all including those where schooling has not always been a positive experience	The impact of these provisions was seen through the improved attendance and punctuality of targeted families. 366 children achieving over 96%, increase of 8 children from Aut 2015
<b>Equality &amp; Opportunities</b>  7.9% of funding	Subsidising the cost of extra –curricular activities. Learning Visits organised by the school, subsidised and use of public transport to enable all children to access them	Giving all children the ability to access learning opportunities which complement the learning To ensure that families can afford to give their children the opportunity to spend time learning outside of the classroom.	95%+ parents and children agree/strongly agree that the school promotes healthy lifestyles, emotional wellbeing, life skills and independence and the children enjoy and engage in their learning.

**Impact of Expenditure on pupils outcomes:**

**EYFS results:**

**GLD:**

All pupils = 92%

National = 69%

PP pupils = 81%

**Phonics results:**

**Yr1:**

All pupils = 80%

National = 81%

PP Pupils = 68%

**Cumulative Y1 & Yr2:**

All pupils = 97%

National = 91%

PP pupils = 97%

**KS1 Results:**

	Reading		Writing		Maths	
	EXS	GD	EXS	GD	EXS	GD
<b>School – all pupils</b>	84%	38%	79%	24%	86%	43%
<b>National</b>	74%	24%	65%	13%	73%	18%
<b>PP Pupils</b>	72%	33%	69%	19%	72%	39%

**KS2 Progress Results:**

	Reading	Writing	Maths
<b>School – all pupils</b>	0.16	2.27	0.91
<b>National</b>	0	0	0
<b>PP Pupils</b>	0.03	2.51	-0.48