

Selby Community Primary School Pupil Premium

2014/15 & 2015/16



Selby Community Primary School



Selby Community Primary School



## Overview

### Objectives in spending PPG:

- To raise achievement and close the attainment gap between those children eligible for free school meals and looked after children.
- To ensure the well-being of those children eligible for free school meals and looked after children.
- To provide relevant support that is necessary in order to accelerate pupil progress and close the attainment gap.

### Summary of spending and actions taken:

The school provides a range of different provision through its use of pupil premium funding, which includes:

- Interventions
- Additional staffing
- Staff CPD
- Subsidising provision e.g. trips.
- ICT
- Online learning and content

## Pupil Premium Summary Information

### Pupil Premium Funding

Funding is allocated to our school as follows:

Category	Funding per pupil in each group Per Child		Total Number of children currently at Selby Community Primary School who we receive pupil premium for	
	14 / 15	15 / 16	2014 / 15	2015 / 16
Free School Meals (FSM)	£1300	£1300	<b>134 Children (looked after-1)</b>	<b>133 children (projected) (looked after-2)</b>
Looked After (CLA)	£1266	£1266		
Funding allocation			£179,400 **	£200, 174

*\*The number for this year is approximate as schools receive funding for children who may not currently be eligible for free school meals but have been in the past 6 years. \*\*Please be aware that top up funding at different values impacts on overall totals.*

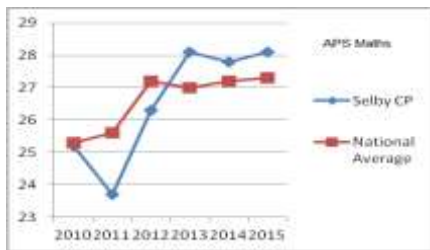
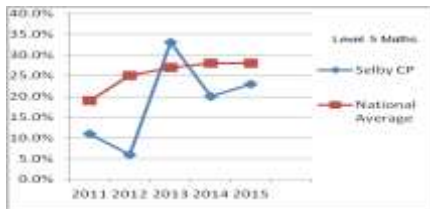
# Data Overview – Summer Term 2015

**Age related at Level 4 and above:** Reading 96%, Writing 91% and Maths 91%

**Age related at Level 5 and above:** Reading 35%, Writing 22% and Maths 22%

## Reading, Writing and Maths combined figures (Floor Standards) & Progress

- 1 % of children achieving Level 4+ in both reading, writing and Maths 91 %
- 2 Level 5 = 13%.
- 3 Reading 96% achieved 2+ levels progress. Maths 96% achieved 2+ levels progress. Writing 100% achieved 2+ levels progress.
- 4 Reading 30% achieved 3+ levels progress. Maths 22% achieved 3+ levels progress. Writing 30% achieved 3+ levels progress (Better than expected).



### Level 4+ Maths KS2 PP Maths

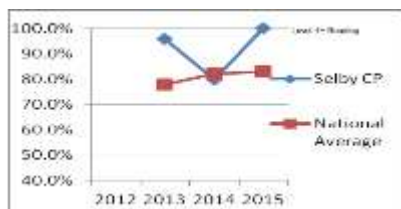
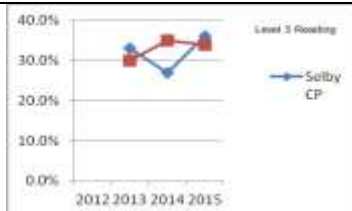
	Selby CP	National Average
2011	56.0%	67.0%
2012	83.0%	75.0%
2013	85.0%	77.0%
2014	93.0%	78.0%
2015	95.0%	80.0%

### Level 5 Maths

	Selby CP	National Average
2011	11.0%	19.0%
2012	6.0%	25.0%
2013	33.0%	27.0%
2014	20.0%	28.0%
2015	23.0%	28.0%

### APS Maths

	Selby CP	National Average
2010	25.2	25.3
2011	23.7	25.6
2012	26.3	27.2
2013	28.1	27.0
2014	27.8	27.2
2015	28.1	27.3

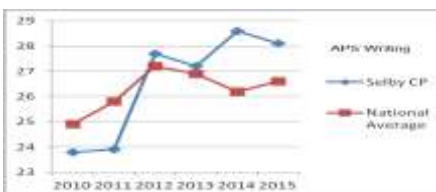
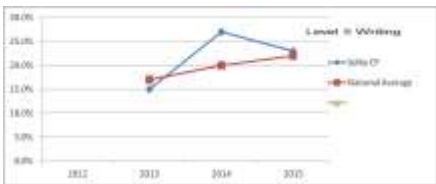
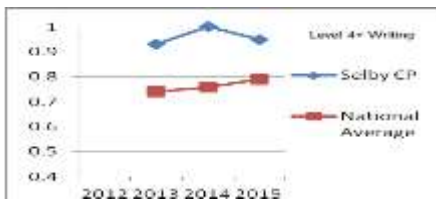


### Level 4+ Reading KS2 PP Reading

	Selby CP	National Average
2013	96.0%	78.0%
2014	80.0%	82%
2015	100%	83%

### Level 5 Reading

	Selby CP	National Average
2013	33.0%	30.0%
2014	27.0%	35.0%
2015	36%	34%

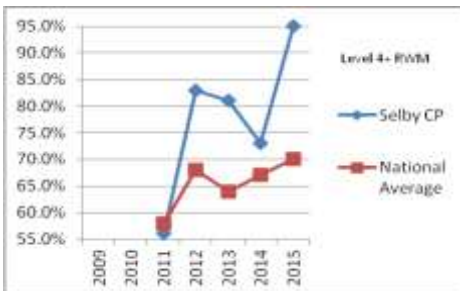


Level 4+ Writing KS2 PP

	Selby CP	National Average
2013	93.0%	74%
2014	100.00%	76%
2015	95%	79%

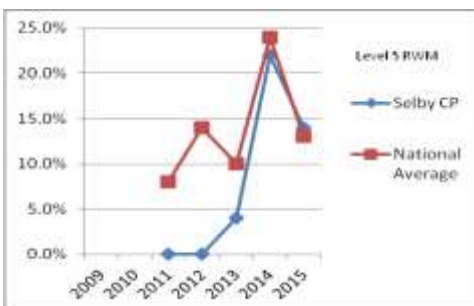
Level 5 Writing	Year	Selby CP	National Average
	2013	15.0%	17.0%
	2014	27.0%	20.0%
	2015	23%	22%

APS Writing	Year	Selby CP	National Average
	2010	23.8	24.9
	2011	23.9	25.8
	2012	27.7	27.2
	2013	27.2	26.9
	2014	28.6	26.2
	2015	28.1	26.6



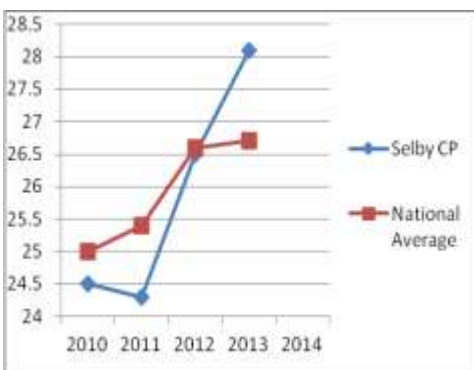
Level 4+ RWM KS2PP

	Selby CP	National Average
2009		
2010		
2011	56.0%	58.0%
2012	83.0%	68.0%
2013	81.0%	64.0%
2014	73.00%	67%
2015	95%	70%



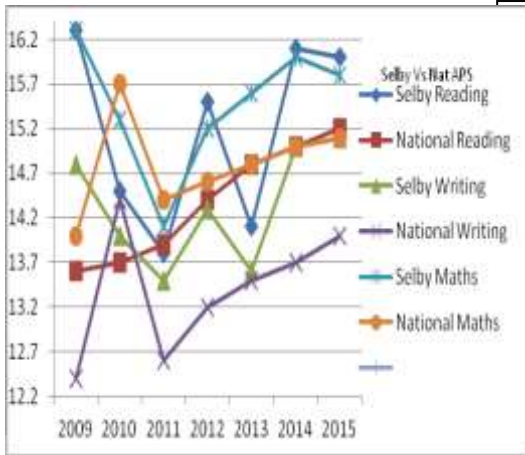
Level 5 RWM

	Selby CP	National Average
2009	0.0%	8.0%
2010	0.0%	14.0%
2011	0.0%	10.0%
2012	4.0%	10.0%
2013	22.0%	24.0%
2014	23%	23%
2015	14%	13%

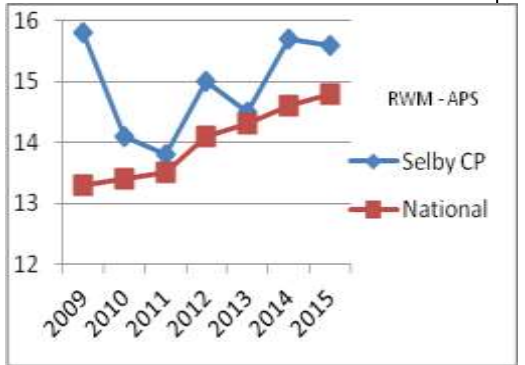


APS RWM

	Selby CP	National Average
2010	24.5	25
2011	24.3	25.4
2012	26.5	26.6
2013	28.1	26.7
2014	28	26.7
2015	28.5	27.2



APS KS1	Selby CP	National	
ALL	2009	15.8	13.3
	2010	14.1	13.4
	2011	13.8	13.5
	2012	15	14.1
	2013	14.5	14.3
	2014	15.7	14.6
	2015	15.6	14.8

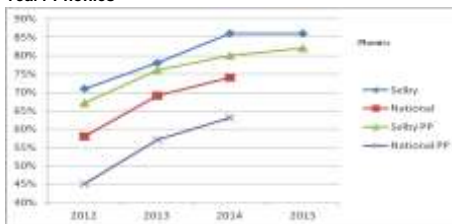


	Selby Reading	National Reading	Selby Writing	National Writing	Selby Maths	National Maths
2009	16.3	13.6	14.8	12.4	16.3	14
2010	14.5	13.7	14	14.4	15.3	15.7
2011	13.8	13.9	13.5	12.6	14.1	14.4
2012	15.5	14.4	14.3	13.2	15.2	14.6
2013	14.1	14.8	13.6	13.5	15.6	14.8
2014	16.1	15	15	13.7	16	15
2015	16	15.2	15.1	14	15.8	15.1

#### Y2 Pupil Premium

	Pupil Premium Children			Non- pupil Premium children		
	2c+	2b+	3	2c+	2b+	3
Reading	78%	78%	35%	92%	92%	38%
Writing	74%	61%	26%	92%	92%	38%
Numeracy	82%	70%	39%	100%	88%	25%

#### Year1 Phonics



## Early Years

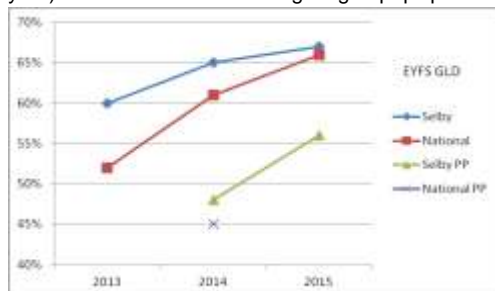
Analysis of end of Reception 2015 data

Good level of Development

Early Years 2015	2015	2014	2013
	67%	65%	60%

### Foundation Pupil Premium

57% of pupil premium children achieved a good level of development an increase of 5% on last year and compares to 72% of non-pupil premium children. The gap is narrowing between the pupil premium children and non-pupil premium children (15% as compared with 25% last year). There must be more targeting of pupil premium to ensure that this gap narrows further in the coming years.



**Pupil Premium Provision** The school ensures children have access to additional help and support as detailed in the table on the next page. The pupil premium helps us to maintain the ability to deliver this and further enhance it for pupil premium pupils. We ensure no child is disadvantaged in any aspect of the work we do in school. The academic progress, and social and emotional well-being of all pupils is carefully monitored and tracked in school and the children for whom 'pupil premium' is allocated are tracked as specific groups.

### Pupil Premium Spending Overview

Item/project	Approx. Cost	Objective	Intended Outcome	Impact Summer 15		
				Red	Amber	Green

Teaching and Teaching Support	Teaching- £70,542  TAs-£41,574	Reduce Class sizes. Target support to address misconceptions- address weaknesses	Increased attainment in English and Maths –identification of those at risk of falling behind			
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Action: Ongoing work provided by BR , AC ,VB and Headteacher.

Impact: Rapid identification of issues and targeted provision put in place ensures pupils make progress, settle well in school and good relationships with parents are built.

Evidence: TA portfolios, Pupil Passports, O track, Pupil notes, SIMS Reports from interventions

<b>Outdoor Learning Closing the Gap Innovation project</b>  Link with forest schools and collaborating schools to develop outdoor learning environments.	£9000	Impact of Project  Data checks, interviews, observations, exclusion data, anti-bullying data  In each school there would be an agreed control group who would take part in the assessment but not the project	Provision closely matched to need and impact of actions measurable			
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Outdoor Environment	£27000	Outdoor Learning environment enriched to develop learning opportunities	Children access all areas of the school and use the outdoor environment to its full potential			
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Action: All children have access to the outdoor learning environment-Areas of focus- Quad, Early Years area and the school grounds. Forest school to use school grounds. Early years have canopy  
Impact: Use of the Outdoor learning Environment  
Evidence: SIMS notes, O track, Early Years Profile

Online learning content to engage pupils	£1350	Ensure no gap in extra / additional provision and activities	Ensure equality for pupils regardless of background and / or circumstance			
Singing Academy	£1000					
Teaching Assistant to run Lunchtime Club	Costed in TA support					
Subsidised trips for Pupil Premium children	£7000					
Subsidised clubs for Pupil Premium children	£100					

Action: Ensure access for all children  
Impact: All children have fair and open access without any discrimination relating to ability to pay  
Evidence: Photographs of events

Breakfast/ After School Club	£6000	Overcoming barriers- improving attendance and punctuality	Increased attendance in all year groups			
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Action: Ensure children attend school and help with learning  
Impact: Children have access to support via before and after school care.  
Evidence: Parental Questionnaires, O Track, Interventions  
Notes- Access to free Magic Breakfast- Increase number of pupils

Teacher employed to reduce class sizes in Y6	See Costing of staff	targeted smaller group teaching	Remove attainment gap			
Action: Use additional teaching to raise standards Impact: 2015 results – See Data report above for detail Evidence: O TRACK, Raise online						
All Teaching Assistants to complete TA file of support	See Costing of staff	Ensure improvements to the input and feedback provided by Teaching Assistant within lessons				
Training given to all staff on marking/feedback						
Action: Targeted Continued Professional Development (CPD) Impact: All staff report CPD as being professionally effective and providing opportunities to become more reflective in practice and when supporting / leading learning. Standards 2014/ 15 are significantly higher than ever before both across school, and in comparison to national results for all pupils. Evidence: PM, , Lesson Observations, O track Notes:						



2015/16 CPD will develop on from this and, in addition to work around new curriculum and assessment – Close the Gap Training and Effective Questioning techniques					
Teaching Assistant to deliver reading intervention	£350 See Costing for Staff	Close the gap in reading			
First Class @ Number	£600	Close attainment gap in mathematics			

*Action: A more scientific approach was taken to the delivery of interventions. The range of interventions has been streamlined to ensure they are more closely targeted, tracked, monitored and evaluated.*

*Impact: Increased standards for all pupils.*

*Evidence: Intervention reports, O track, RAISE Data*

*Notes: 2015/16 will see Pupil Premium Grant being used to streamline the use of targeted interventions even further. Teaching Assistant and class teachers will hold much more accountability (Performance Management). This will include identification, joint pupil progress meetings and training in the delivery of interventions. TA support to be tracked.*

*The remainder of the funding received during the financial year 2014/15 was used to cover general costs (e.g. resources required as a result of children's university material, additional short-term support provided to families).*

*If anyone has further questions about how the school spends its pupil premium funding then please contact Mr I Clennan, Headteacher. [headteacher@selby-pri.n-yorks.sch.co.uk](mailto:headteacher@selby-pri.n-yorks.sch.co.uk)*

## Parental Comments on Pupil Premium Impact

In the recent parent questionnaire the work of the school was recognised. An example of some of the comments about Selby Community Primary and its staff are:

We are very happy with the school the caring attitude that all staff provide.

Teachers are sensitive and approachable and child welfare is given a high priority.

School is very supportive and I am pleased to say that my child is happy there.

My daughter moved to this school in September this year. As a family we have found the school staff very supportive and understanding. It has been a most positive experience in all the school moves we have made.

School listens to my views and helps me with my needs and my child's needs.