

2015/16

The following outlines how the Pupil Premium was used in the 2015/16 financial year and the impact it has had. This report should be read alongside the school's Framework for the use of the Pupil Premium.

Number of pupils and pupil premium grant (PPG) received 2015/16	
Total number of pupils on roll	400 + Nursery
Total number of pupils eligible for PP	166 (+ 3)
Amount of PP received per pupil	£1320 (£1500 + £300 x 2)
Early Years Pupil Premium (EYPP)	£1073.25
Total amount of PPG received	£222,293.25
Nature of support 2015/16	
<p>Employment of specialist staff to deliver Reading Recovery based support to pupils with difficulties in learning to read.</p> <p>Employment of experienced staff to provide English and Maths teaching to KS2 pupils with special needs in English and / or Maths.</p> <p>Reducing the size of classes to 30 or below in every year group.</p> <p>Provision of additional teaching assistant support to the large Reception and Y1 classes to improve opportunities for effective assessment and feedback so promoting accelerated progress.</p> <p>Provision of experienced teaching assistants to provide specialist support to the Y2 and Y6 SATs classes.</p> <p>Provision of additional experienced teaching assistants to support small group and individual interventions in reading.</p> <p>Employment of a parent support adviser to support parents in helping their children achieve their best in school.</p> <p>Employment of a specialist teacher to support pupils whose behaviour may prevent them from making as much progress as they could.</p> <p>Additional funding to enable all pupils to access and enjoy curricular enrichment opportunities, especially whole day and residential trips (e.g. London, Edinburgh...).</p>	

The impact of Pupil Premium funding

Impact / Outcomes 2016

EYFS Not yet available

Y1 Phonics

2016	% School	% National
Disadvantaged pupils	74	70
Other pupils	76	83

Phonics results are again greatly improved in Y1 though there is still a gap between disadvantaged pupils and the national figure for non-disadvantaged pupils. Our aim is to narrow this gap further.

In 2015 the % between disadvantaged pupils in school and national non-disadvantaged was 28%. This has been significantly reduced in 2016 with a difference between these groups of only 9 %.

KS1 2016 % achieving expected standard +

Reading	% School	% National
Disadvantaged pupils	58	62
Other pupils	91	78

Writing	% School	% National
Disadvantaged pupils	58	53
Other pupils	76	70

Maths	% School	% National
Disadvantaged pupils	65	60
Other pupils	91	77

Reading, Writing & Maths	% School	% National
Disadvantaged pupils	Not available	Not available
Other pupils	62	60

Whilst attainment in KS1 for disadvantaged children in school has exceeded the figure for the same group nationally in writing and maths, it is always our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils.

KS2 2016 % achieving expected standard +

Reading	% School	% National
Disadvantaged pupils	55	53
Other pupils	63	71

Writing	% School	% National
Disadvantaged pupils	76	64
Other pupils	85	79

English grammar, punctuation & spelling	% School	% National
Disadvantaged pupils	67	61
Other pupils	78	78

Maths	% School	% National
Disadvantaged pupils	79	57
Other pupils	96	75

Reading, Writing & Maths	% School	% National
Disadvantaged pupils	48	39
Other pupils	63	60

Whilst attainment in KS2 for disadvantaged children in school has exceeded the figure for the same group nationally in every subject individually and combined, it is always our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils. This is evident in maths and writing.

We recognise that it is impossible to identify the specific impact of one particular aspect of funding or one specific intervention in the complex process of learning.

However, when the achievement data for those pupils entitled to free school meals is compared to that who are not entitled we believe that this usually demonstrates that Whinney Banks Primary School is being successful in narrowing the gaps to a greater degree than that seen nationally.

Our aim is to continue to narrow this gap.

2016/17

The following outlines how the Pupil Premium is being used in the current (2016/17) financial year.

This report should be read alongside the school's Framework for the use of the Pupil Premium.

Number of pupils and pupil premium grant (PPG) / Ever FSM 6 received 2016/17	
Total number of pupils on roll	397 + Nursery
Total number of pupils eligible for PPG	180
Amount of PP received per pupil (+Service children)	£1320 (+£300 x 3)
Early Years Pupil Premium EYPP)	£1669.50
Total amount of PPG received (including Ever FSM 6 & EYPP)	£240,169.50
Nature of support 2016/17	
<p>Employment of specialist staff to deliver Reading Recovery based support to pupils with difficulties in learning to read. Training of a further member of staff in Reading Recovery.</p> <p>Employment of experienced staff to provide English and Maths teaching to KS2 pupils with special needs in English and / or Maths.</p> <p>Reducing the size of classes to 30 or below in every year group.</p> <p>Provision of a HLTA to support teaching in our large Reception to improve opportunities for effective assessment and feedback so promoting accelerated progress.</p> <p>Provision of an additional teacher in Y1 to further reduce class size and improve opportunities for effective assessment and feedback so promoting accelerated progress.</p> <p>Extensive provision of experienced teaching assistants to provide specialist support to the Y2 and Y6 SATs classes.</p> <p>Provision of experienced EAL TA to provide support to non-English speaking students.</p> <p>Provision of additional experienced teaching assistants to support small group and individual interventions in reading.</p>	

Employment of a Family Liaison Officer (FLO) to support parents in helping their children achieve their best in school.

Employment of a specialist teacher to support pupils whose behaviour may prevent them from making as much progress as they could.

Additional funding to enable all pupils to access and enjoy curricular enrichment opportunities, especially whole day and residential trips (e.g. London, Edinburgh, Robinwood...).