

## Pupil Premium Statement Academic Year 2015-16

**Pupil Premium:** We ensure our pupil premium is used to sustain and provide inclusive learning opportunities and experiences throughout Plains Farm Academy, including supporting intervention where there are gaps within progression and attainment. As part of our robust and rigorous tracking and monitoring procedures, these children are tracked to ensure they are making at least the expected progress, with appropriate interventions identified in order to support and sustain this.

**Pupil Premium funding for 2015-2016 is £118,800.** Funding will be used to support the following:

- Additional adult support within school to ensure pupil progress and attainment. Good quality teacher and teaching assistant support offering small group work, planned interventions and afterschool clubs.
- To increase the ratio of good/outstanding teachers and support staff in areas of significant need within the school, as identified by data analysis
- Learning resources purchased to support and enhance the curriculum. For example, Year 6 SAT breakfast club, Education City ICT Package, Phonics, Grammar and Spellings Bug and Science Bug.
- Pupil motivation rewards such as football tickets and our Treasure Chest Assembly rewards.
- All educational Visits which enrich learning opportunities are subsidised, promoting aspiration, self-confidence and self-esteem along with all visitors /events within school, activity weeks to Derwent Hill, whole school trips to the theatre etc.

The purchase of reading materials and additional adults for First Class Maths Intervention has had a positive impact on pupil progress. Funding has also enabled pupils to access music tuition at a greatly reduced rate and subsidised educational visits.

The impact of the provision of Pupil Premium funding 2014 enabled the historic gap between the attainment at L4+ combined of Pupil Premium and Non Pupil Premium pupils to narrow from -40% in 2013 to -13% gap in 2014 exit data, demonstrating a significant improvement in attainment and effective use of Pupil Premium funding.

In the 2015 Year 1 Phonics screening, the gap between pupils in receipt of Pupil Premium funding and Non Pupil Premium narrowed significantly, from -26% in 2014 to -8% in 2015.

In KS1, the gap has narrowed between National for the percentage of pupils in receipt of Pupil Premium funding attaining L2 or above for Reading Writing and Maths.

Attainment for Other Pupils at L3+ has accelerated at a rapid pace from 2014, from 0% achieving L3+ to 33% achieving L3+ for Reading, Writing and Maths in 2015.

Disadvantaged Pupils attainment in Reading, Writing and Maths has increased since 2014, but at a slower rate than Other Pupils, therefore the gap has widened.

| % Disadvantaged pupils attaining Level 2 or above at KS1 |      |  |      |  |   |
|--|------|--|------|--|---|
|  | 2014 | Gap between Disadvantaged and Other Pupils | 2015 | Gap between Disadvantaged and Other Pupils | Gap between Disadvantaged and Other Pupils has narrowed by: |
| Reading  | 71%  | -14%                                       | 79%  | -10%                                       | 4%  |
| Writing  | 71%  | -14%                                       | 79%  | +1%  | Eradicated +1%  |
| Maths  | 65%  | -20%                                       | 71%  | -18%                                       | 2%  |
| % Disadvantaged pupils attaining Level 3 or above at KS1 |      |  |      |  |   |
|  | 2014 | Gap between Disadvantaged and Other Pupils | 2015 | Gap between Disadvantaged and Other Pupils | Gap between Disadvantaged and Other pupils has widened by:  |
| Reading  | 6%   | +6%  | 21%  | -12%                                       | 18%   |
| Writing  | 6%   | +6%  | 7%   | -26%                                       | 32%   |
| Maths  | 6%   | +6%  | 7%   | -26%                                       | 32%   |

The gap in 2014-2015 for the percentages of pupils in receipt of Pupil Premium funding achieving or surpassing Level 4 in KS2 was -53%. This was linked to specific cohort issues caused by significant levels of historic inadequate teaching and flawed target setting from KS1 data, which has now been eradicated. 44% of pupils in receipt of Pupil Premium funding had Special Educational Needs and were not predicted to attain Level 4. As a result of outstanding teaching and high quality intervention, pupils in Y6 made good/outstanding progress from their Y6 starting points to exit Y6