

Pupil Premium Funding 2015-2016

At Manor Fields Primary School we aim to inspire and encourage all children to achieve their full potential; become happy, confident and independent life-long learners. We work to ensure that this happens within a safe, secure and creative learning environment. We are a school where every child is valued and where curiosity, creative and individuality are celebrated.

In order to fully achieve our aims as a school we utilise our pupil premium funding to ensure all of our children have access to the same learning and development opportunities as other children, giving them the best possible education whilst at our school.

The table below shows how we spent our Pupil Premium funding during the period April 2015 to March 2016.

Number on roll from October 2014 census	420	
Pupils funded through Pupil Premium Grant (inc EYPPG)	20	
Allocated funding	£26,000	
Initiatives in place this academic year:		
Focus	Cost	Description
Pastoral work supporting social skills and nurture groups	£10,349	Forest schools practitioners – learning outdoors – 6 hours weekly £2591 Lunchtime nurture group – 6 hrs weekly £2591 Social skills group based on the nurturing principles – £2617 Counselling / Family support worker support - £2550
Staff focus, teaching and interventions	£10,493	1:1 speech therapist 2hrs weekly - £1220 Half termly pupil progress meetings – 18 days - £1266 Booster sessions for Y3 & Y6 children – 30 + 36 hrs - £960 + £1080 Additional TA support/1:1 6 hours per week – £2591 Half termly pupil progress meetings – 18 days - £1266 W2 support for PPG pupils – £4596
CPD to continue improvements quality first teaching	£3150	Teaching and Learning advisor support for teachers in literacy and maths & EY 2100 + 1050 Additional training costs
Enrichment activities	£1025	Support for costs of residential trip to Burwell - £640 Burwell Support for children to take part in clubs outside school e.g. Cheerleading, Football £385
Resources	£1000	Resources to support English and maths; forest school; nurture groups.
Total	£26,017	

Impact on outcomes for pupils 2015/6

The new assessment framework and outcomes at the end of the year are now reported using the terminology that pupils are either below, at, or working beyond age related expectations (ARE). Progress is reported as below, expected, good or very strong.

The school uses the 'Herts for Learning' steps progress for all year groups, with 3 steps expected in an academic year.

Achievement of 14* disadvantaged pupils in KS1 and KS2 –progress

(*excludes pupils who are within the Foundation stage and a pupil who left during the academic year)

Reading

	Cohort	Expected progress		Good or better		Very Strong	
		No.	%	No.	%	No.	%
Total	14	12	85.7	11	78.6	2	14.3

Writing

	Cohort	Expected progress		Good or better		Very Strong	
		No.	%	No.	%	No.	%
Total	14	12	85.7	10	71.4	4	28.6

Maths

	Cohort	Expected progress		Good +		Very Strong	
		No.	%	No.	%	No.	%
Total	14	12	85.7	8	57.1	1	7.1

The very large majority (85%) of pupils make expected progress in reading, writing and maths. Good progress has been made in reading and writing for the large majority (70+%) of these pupils. The majority (57%) of pupils made good progress in reading.

Achievement of 14 disadvantaged pupils in KS1 and KS2 –attainment

	Number	Reading			Writing			Maths		
		BELOW	AT ARE	BEYOND ARE	BELOW	AT ARE	BEYOND ARE	BELOW	AT ARE	BEYOND ARE
Y1	2		100%			100%			100%	
Y3	5	20%	80%		20%	60%	20%	20%	80%	
Y4	1		100%			100%		100%		
Y6	6	33%	66%		50%	50%		50%	50%	

100% of Key Stage 1 pupils in receipt of PPG attained age related expectations (**ARE**) in reading, writing and maths.

80% of Key Stage 2 pupils in receipt of PPG (Y3 and Y4) attained ARE or better in reading and writing by the end of the academic year. In Year 6, there were 3 pupils who did not attain ARE but made very good individual progress.

Achievement of 5 Foundation Stage pupils entitled to EYPPG

There are 3 areas of learning that are used to measure the progress and attainment of children in the Nursery and Reception which are found to be indicative of capacity for learning both in the present and future years. They are 'Communication and language', 'Physical Development' and 'Personal, Social and Emotional Development'.

All 5 pupils have attained the expected standard for their age, with one child exceeding this standard in all areas of learning. All children have made expected or better progress.