



Sea Mills Primary School Pupil Premium grant 2015/16

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. At Sea Mills Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

There are currently **198** children on role at Sea Mills Primary, excluding the Nursery, of which **102 (52%)** of these children are on the Pupil Premium register.

Total number of pupils eligible for PPG		June 2015	June 2016
	<i>Pupils on roll (YR-6)</i>	198	199
	Reception	10	10
	Year 1	12	13
	Year 2	16	13
	Year 3	13	17
	Year 4	16	13
	Year 5	15	16
	Year 6	20	16
	TOTAL:	102 (52%)	98 (50%)
Amount of PPG received per pupil	PP (Ever 6)	£1320	
	CiC & FSM	£1900	
	Service Children (Ever 5)	£300	
Total amount of PPG	£125, 460		

Summary of PPG spending 2015/16

Objectives in spending PPG:

The intended outcomes for all pupils in receipt of Pupil Premium funding is to narrow the gap in achievement between PP students and non PP students so that achievement is in line with non PP achievement.

This year we have used Pupil Premium funding to support funding:

- Booster groups taught by qualified teachers in Years 2, 3, 4, 5 and 6
- One-to-one tutoring for identified individuals
- Reading Recovery
- A Pastoral Mentor (for attendance and Thrive).
- An additional adult on the playground to facilitate play at lunchtimes as well as lunchtime clubs aimed at improving the social and emotional support for children
- A range of interventions to match the needs of groups and individuals
- A wider range of extracurricular activities
- Support to access school camps and educational visits

PPG spending by item/project 2015/16																																																																							
Item/Project	Proportion of budget (%)	Objective	Outcome																																																																				
Booster and One to one tuition in English and Maths	46	Pupils to reach targets in Reading, Writing and Maths	<p>KS1 APS scores – by groups</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>FSM</th> <th>Not FSM</th> </tr> </thead> <tbody> <tr> <td rowspan="2">All subjects</td> <td>School</td> <td>14.9</td> <td>17.3</td> </tr> <tr> <td>National</td> <td>14.8</td> <td>16.6</td> </tr> <tr> <td rowspan="2">Reading</td> <td>School</td> <td>15.6</td> <td>17.7</td> </tr> <tr> <td>National</td> <td>15.2</td> <td>17.1</td> </tr> <tr> <td rowspan="2">Writing</td> <td>School</td> <td>13.6</td> <td>16.7</td> </tr> <tr> <td>National</td> <td>14.0</td> <td>15.8</td> </tr> <tr> <td rowspan="2">Maths</td> <td>School</td> <td>15.4</td> <td>17.4</td> </tr> <tr> <td>National</td> <td>15.2</td> <td>16.8</td> </tr> </tbody> </table> <p>Percentage of children achieving a level 4 or above – by group as a percentage (KS2)</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Combined</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td rowspan="2">FSM</td> <td>School</td> <td>71</td> <td>88</td> <td>88</td> <td>76</td> <td>76</td> </tr> <tr> <td>National</td> <td>70</td> <td>80</td> <td>83</td> <td>79</td> <td>71</td> </tr> <tr> <td rowspan="2">Not FSM</td> <td>School</td> <td>85</td> <td>85</td> <td>85</td> <td>92</td> <td>85</td> </tr> <tr> <td>National</td> <td>84</td> <td>90</td> <td>92</td> <td>90</td> <td>84</td> </tr> </tbody> </table> <p>Data from Term 6 (2015). All boxes highlighted in orange show children who are FSM are making more progress than non FSM.</p>						FSM	Not FSM	All subjects	School	14.9	17.3	National	14.8	16.6	Reading	School	15.6	17.7	National	15.2	17.1	Writing	School	13.6	16.7	National	14.0	15.8	Maths	School	15.4	17.4	National	15.2	16.8			Combined	Maths	Reading	Writing	SPAG	FSM	School	71	88	88	76	76	National	70	80	83	79	71	Not FSM	School	85	85	85	92	85	National	84	90	92	90	84
		FSM	Not FSM																																																																				
All subjects	School	14.9	17.3																																																																				
	National	14.8	16.6																																																																				
Reading	School	15.6	17.7																																																																				
	National	15.2	17.1																																																																				
Writing	School	13.6	16.7																																																																				
	National	14.0	15.8																																																																				
Maths	School	15.4	17.4																																																																				
	National	15.2	16.8																																																																				
		Combined	Maths	Reading	Writing	SPAG																																																																	
FSM	School	71	88	88	76	76																																																																	
	National	70	80	83	79	71																																																																	
Not FSM	School	85	85	85	92	85																																																																	
	National	84	90	92	90	84																																																																	
Reading Recovery including inference intervention	10	Pupils to make more than expected progress in Reading.	<p>Overview of reading progress ...</p> <p>Impact of RR 96% successfully discontinued</p> <p>Impact of BRP 75% of pupils made expected or better than expected progress</p>																																																																				
Project x (term 5&6 only)	6	Pupils involved in intervention to reach reading targets.	<p>Despite the good results in reading and writing we have not been able to attribute the progress to Project X. Therefore we will not be continuing to implement this programme next year.</p>																																																																				

Additional LSA	10	Pupils to reach targets in Reading, Writing and Maths	<p>An additional LSA in Y3 (moving into Y4) with the pupils ensured an increase in the number of children working at ARE</p> <table border="1" data-bbox="678 300 1099 770"> <thead> <tr> <th></th> <th>2015/2016 T4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16% increase on % of children at ARE compared to previous year</td> </tr> <tr> <td>Writing</td> <td>32% increase on % of children at ARE compared to previous year</td> </tr> <tr> <td>Maths</td> <td>12% increase on % of children at ARE compared to previous year</td> </tr> </tbody> </table> <p>It has also had a more positive impact on the Pupil Premium pupils:</p> <table border="1" data-bbox="678 842 1099 1312"> <thead> <tr> <th></th> <th>2015/2016 T4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23% increase on % of children at ARE compared to previous year</td> </tr> <tr> <td>Writing</td> <td>54% increase on % of children at ARE compared to previous year</td> </tr> <tr> <td>Maths</td> <td>15% increase on % of children at ARE compared to previous year</td> </tr> </tbody> </table>		2015/2016 T4	Reading	16% increase on % of children at ARE compared to previous year	Writing	32% increase on % of children at ARE compared to previous year	Maths	12% increase on % of children at ARE compared to previous year		2015/2016 T4	Reading	23% increase on % of children at ARE compared to previous year	Writing	54% increase on % of children at ARE compared to previous year	Maths	15% increase on % of children at ARE compared to previous year
	2015/2016 T4																		
Reading	16% increase on % of children at ARE compared to previous year																		
Writing	32% increase on % of children at ARE compared to previous year																		
Maths	12% increase on % of children at ARE compared to previous year																		
	2015/2016 T4																		
Reading	23% increase on % of children at ARE compared to previous year																		
Writing	54% increase on % of children at ARE compared to previous year																		
Maths	15% increase on % of children at ARE compared to previous year																		
Counselling (1-1 and family support)	8	Pupils to reach targets in Reading, Writing and Maths	A total of 6 pupils accessed the counselling service. 50% of these were PP.																
Thrive training and pastoral support	14	Reduce the number of fixed term exclusions and major incidents	<p>There has been a reduction in the number of FTE and major incidents in the school.</p> <table border="1" data-bbox="678 1637 1310 1823"> <thead> <tr> <th></th> <th>T5/6</th> <th>T1/2</th> <th>T3/4</th> </tr> </thead> <tbody> <tr> <td>FTE</td> <td>9.5</td> <td>24.5</td> <td>1</td> </tr> <tr> <td>Major incidents (number of pupils)</td> <td></td> <td>10 (6 pupils)</td> <td>2 (1 pupil)</td> </tr> </tbody> </table>		T5/6	T1/2	T3/4	FTE	9.5	24.5	1	Major incidents (number of pupils)		10 (6 pupils)	2 (1 pupil)				
	T5/6	T1/2	T3/4																
FTE	9.5	24.5	1																
Major incidents (number of pupils)		10 (6 pupils)	2 (1 pupil)																
Targeted attendance support	3	Reduce the amount of authorised and	<p>Persistent absentees and pupils with an attendance less than 95% are monitored and targeted for support.</p> <ul style="list-style-type: none"> ▪ Families of children in our 2YO and 3YO provision are now calling to notify the school of absences 																

		unauthorised absence. Reduce the amount of persistent absentees.	<ul style="list-style-type: none"> ▪ Decrease unauthorised absent ▪ Decrease in lateness ▪ There are some significant improvements for some of our PP families, we did three case studies : <ul style="list-style-type: none"> ○ Family 1: 36.4% to 87.2 and 86.6% ○ Family 2: 58.3% to 88.1% ○ Family 3: 81.8% to 97.4% 																				
Enrichment	3	Enable pupils to access enrichment activities such as: school trips, visitors and after school clubs.	<p>After-school Home Learning Club:</p> <table border="1"> <thead> <tr> <th></th> <th>Less than expected</th> <th>Expected</th> <th>More than expected</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>16%</td> <td>50%</td> <td>34%</td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>PP</td> <td></td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Non PP</td> <td>16%</td> <td>16%</td> <td>68%</td> </tr> </tbody> </table> <p>Pupil premium children in Year 5 and Year 6 were invited to attend a 'home learning' club where they could access ipads and laptops to carry on their learning after school. This was run by a teacher.</p>		Less than expected	Expected	More than expected	Year 5	16%	50%	34%	Year 6			100%	PP		25%	75%	Non PP	16%	16%	68%
	Less than expected	Expected	More than expected																				
Year 5	16%	50%	34%																				
Year 6			100%																				
PP		25%	75%																				
Non PP	16%	16%	68%																				