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|  | **2016** |
|  | Stokesley Primary AcademyPrincipal: Scott McFarlane |

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| **[Pupil Premium Report]** |
| Financial and Impact Data for Pupil Premium Pupils: 2015/16/17 |



**School Contextual Data:**

**Current:**

Number on Roll: 279

FSM Ever 6: 35%

SEND: 15%

GRT: 14%

**Pupil Premium Funding**

2014/15 £128,266

2015/16 £125,037

**Distribution of Pupil Premium Pupils.**

Year Six: 14

Year Five: 13

Year Four: 9

Year Three: 21

Year Two: 12

Year One: 15

EYFS: 19

(2 pupils LAC. 39 pupils GRT. 13 of 39 GRT pupils do not claim FSM)

**Attainment and Progress data 2015/16**

National Gap data currently unavailable. Release of data will be at end of October 2106. (Raise Online) Data will be incomparable with historic figures due to changes in testing procedures and curriculum content. Initial indicators are that school attainment measures will show a gap larger than National between FSMever6 and Non-FSM. This gap will be particularly evident at KS1.

Progress comparisons will show a less significant in-school gap, often “Over Closed”.

The most significant gaps in both attainment and progress are within Writing.

Gaps at EYFS have narrowed during 2015/16. This is due to a fall in the percentage of pupils attaining a GLD.

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| **Average Points Score Progress Key Stage One Sept-July 2015/16** |
|  | **All Pupils** | **FSM** | **NFSM** | **GRT** | **FSM- NFSM GAP** |
| **All Subjects** | **3.4** | **3.2** | **3.4** | **3.2** | **+0.2** |
| **Maths** | **3.4** | **3.5** | **3.4** | **3.0** | **-0.1** |
| **Reading** | **3.5** | **3.4** | **3.5** | **2.9** | **+0.1** |
| **Writing** | **3.2** | **2.8** | **3.2** | **2.8** | **+0.4** |

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| **Average Points Score Progress Sept-July 2015/16** |
|  | **All Pupils** | **FSM** | **NFSM** | **GRT** | **FSM- NFSM GAP** |
| **All Subjects** | **3.1** | **3.0** | **3.1** | **3.2** | **+0.1** |
| **Maths** | **3.0** | **3.0** | **3.0** | **3.1** | **+0.0** |
| **Reading** | **3.0** | **3.0** | **3.2** | **3.3** | **+0.2** |
| **Writing** | **3.3** | **3.0** | **3.3** | **3.1** | **+0.3** |

**Key Actions: Pupil Premium Funding**

* **The Hive**
* **Community Support Advisor**
* **Mentoring Systems**
* **Attendance actions**
* **Staffing**
* **Multi-Agency work**
* **School Meals/ Breakfast facility**
* **Monitoring tasks**
* **Financial support**

The Hive: Intervention base

Actions:

* Continued development and review of practice within the intervention base. Focus upon levels of absenteeism and weaker progress of FSM.
* Deployment of HLTA staff, DHT and SENDco
* Intervention training
* Resourcing

Impact:

* Improved attendance of target group
* Reduction in persistent absenteeism
* High levels of cohort progress (see data below)
* Improved behavior for learning
* Reduction of High Need pupils in mainstream classes for morning sessions

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| **The Hive progress data 2015/16** |
|  | **Attendance** | **Attendance** | **Attendance** | **APS prog 15/16** | **Attainment 15/16** | **Vulnerability** |
|  | **2013/14** | **2014/15** | **2015/16** | **M** | **R** | **W** | **M** | **R** | **W** | **PA** | **SEND** | **GRT** | **FSM** |
|  | 90 | 95 | 95 | 3 | 3 | 3 | **22** | **18** | **16** |  |  |  |  |
|  | 95 | 98 | 100 | 3 | 3 | 2 | **22** | **18** | **19** |  |  |  |  |
|  | 96 | 81 | 84 | 2 | 3 | 3 | **21** | **20** | **16** |  |  |  |  |
|  | 95 | 100 | 99 | 3 | 3 | 2 | **18** | **18** | **17** |  |  |  |  |
|  | 91 | 89 | 80 | 1 | 3 | 2 | **18** | **16** | **17** |  |  |  |  |
|  | 100 | 100 | 97 | 2 | 3 | 3 | **21** | **20** | **18** |  |  |  |  |
|  | 97 | 94 | 95 | 3 | 3 | 3 | **16** | **14** | **14** |  |  |  |  |
|  | 70 | 71 | 75 | 2 | 3 | 3 | **19** | **18** | **16** |  |  |  |  |
|  | 83 | 92 | 82 | 3 | 3 | 2 | **22** | **20** | **17** |  |  |  |  |
|  | 95 | 97 | 94 | 3 | 4 | 2 | **22** | **19** | **15** |  |  |  |  |
|  | 93 | 95 | 96 | 3 | 3 | 3 | **18** | **14** | **14** |  |  |  |  |
|  | 97 | 96 | 97 | 3 | 4 | 3 | **20** | **21** | **18** |  |  |  |  |
|  | 73 | 84 | 85 | 3 | 3 | 3 | **22** | **14** | **14** |  |  |  |  |
|  | 87 | 84 | 96 | 2 | 4 | 2 | **25** | **21** | **19** |  |  |  |  |
|  | 93 | 95 | 91 | 1 | 2 | 2 | **26** | **25** | **21** |  |  |  |  |
|  | 59 | 80 | 78 | 2 | 4 | 2 | **21** | **13** | **13** |  |  |  |  |
|  | 71 | 80 | 79 | 3 | 4 | 3 | **22** | **25** | **24** |  |  |  |  |
|  | 51 | 89 | 89 | 4 | 2 | 3 | **23** | **20** | **16** |  |  |  |  |
|  | 84 | 98 | 86 | 1 | 3 | 3 | **26** | **28** | **18** |  |  |  |  |
|  | 95 | 96 | 96 | 4 | 2 | 2 | **23** | **31** | **23** |  |  |  |  |
|  | 90 | 88 | 89 | 2 | 3 | 2 | **21** | **26** | **15** |  |  |  |  |
|  | **86** | **91** | **90** | **2.6** | **3.1** | **2.5** |  |  |  | **48%** | **52%** | **19%** | **52%** |
|  |  | **Y4** | **Attainment** | **19.9** | **18.0** | **16.4** |  | **Vulnerability** | **76%** |
| **Y5** | **Attainment** | **23.2** | **22.5** | **18.1** |

Mentoring Systems

Actions:

* Half-Termly mentoring meetings with all pupils
* Resource purchase for every child

Impact:

* Continued high levels of progress for all identified groups

Community Support Advisor

Actions:

* Action plan written and workload defined. (30hrs per week)
* Working with identified “disengaged “ parents and social and emotional needs of pupils
* Parent liason with GRT group
* Attendance management

Impact:

* Reduction in number of persistent absentees
* Support which was lost after dissolution of Childrens cenre has been maintained
* Improved attendance of all identified vulnerable groups

Staffing

Actions:

* Re-modelling of deployment dependent on identified need
* Training for specific staff
* Performance management objectives focused upon gap between PP pupils and Non-pp. Termly reporting of in-year progress of identified groups and planned intervention

Impact:

* Maximised staff deployment
* Increased progress measures
* Reactive intervention

Multi-Agency work

Actions:

* Continuation of Multi-Agency meetings on monthly basis (PIPPY)
* Staff release for meetings
* Cross agency actions. Community walkabouts, ASB Community events
* CSA links with vulnerable community members

Impact:

* Increased parental engagement
* Reduction in persistent absenteeism
* Reduction of Anti-Social behavior in the community
* Improved community cohesion

Individual Financial Support

Actions:

* Families in need are supported financially in order to maintain inclusion of Pupil Pupils.

Example:

* Robin Wood residential. FSM pupils paid for
* Child Care. Parent referred under mental health given respite through “Kids Club”
* Training and pay of staff member for diabetic child
* School trips paid etc.

Breakfast facility

Actions:

* Combine PP funding with bid from Greggs bakery to open free breakfast facility for pupils on Pupil Premium
* Employ staff
* Purchase resources

Impact:

* Improved attendance of most vulnerable pupils.
* Pupils previously not eating breakfast targeted and monitored
* Combined with lunchtime meal uptake, vulnerable children now receiving two meals a day free of charge provided by school