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| ***Caslon Primary Community School Impact of Pupil Premium 2014-15*** |

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. The intention of the funding is to accelerate progress and raise attainment. ***Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online information about how we have used the Premium.***

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| **How we measured the impact of PPG spending 2014/15?** |

Our team of staff and teaching assistants work together closely to provide support and monitor impact for the children eligible for the Pupil Premium. Activities, provision and intervention are planned for and evaluated by staff and the Senior Leadership Team, who monitor the children’s progress through:

* Measuring the progress of pupils eligible for PPG through our whole school data tracking system
* Monitoring progress and outcomes in books and cross reference with data and targets to move children’s learning on
* Regular and rigorous pupil progress meetings are held to discuss and evaluate provision as refine where necessary.
* Pastoral meeting are held weekly to discuss issues regarding our children’s well being and concerns acted upon swiftly to ensure there are less barriers to learning.
* ‘Pupil Voice’ is regularly listened to and acted upon
* Research and coaching opportunities for staff to maximise opportunities to focus on the way PPG pupils learn and impact on their progress.
* Lesson observations with clear focus
* Termly monitoring with link PPG Governor to review action plans and next steps following self audit

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| The Impact of PPG spending 2014/15 (taken from Raise on line released Oct 2015) |

 *‘The progress of disadvantaged pupils is outstanding because pupils in danger of falling behind are supported exceptionally well. The school successfully ensures that every pupil has an equal opportunity to achieve well. There is no discrimination and relationships are strong. The school has used pupil premium funding very well to provide effective o one to one and small group support for disadvantaged pupils. The impact can be seen in the outstanding progress of these pupils and in the narrowing of the gaps between attainment of these pupils and others, both in the school and nationally.’* ***Ofsted 2015 April***

Percentage of **FSM Year 1 pupils** meeting expected standard in Year 1 phonics screening check.

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| 2015 |
| Cohort  | School % | National Non FSM % |
| 15 | 93 | 80 |

Percentage of **FSM Key Stage 2 pupils achieving Level 4 or above** in 2015 comparison with National Non- FSM pupils 2015

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| Maths, Reading, Writing TA  |
|  Cohort  | School % | National Non FSM% |
| 20 | 90 | 85 |

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| Mathematics  |
| Cohort  | School % | National Non FSM % |
| 20 | 100 | 90 |

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| Reading  |
| Cohort  | School % | National Non FSM % |
| 20 | 100 | 92 |

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| Writing (TA) |
| Cohort  | School% | National Non FSM% |
| 20 | 90 | 90 |

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| English, Grammar, Punctuation & Spelling  |
| Cohort  | School % | National Non FSM% |
| 20 | 95 | 84 |

Percentage of **FSM Key Stage 2 pupils achieving Level 5 or abov**e in 2015 comparison with National Non- FSM pupils

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| Maths, Reading, Writing TA  |
|  Cohort  | School % | National Non FSM% |
| 20 | 15 | 29 |

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| Mathematics  |
| Cohort  | School % | National Non FSM% |
| 20 | 45 | 48 |

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| --- |
| Reading  |
| Cohort  | School % | National Non FSM% |
| 20 | 50 | 55 |

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| Writing (TA) |
| Cohort  | School % | National Non FSM % |
| 20 | 25 | 42 |

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| English, Grammar, Punctuation and Spelling  |
| Cohort  | School % | National Non FSM% |
| 20 | 75 | 61 |