



Pupil Premium Report Autumn 2016

Our total grant for 2015-16 was £67,010.

This year, national curriculum points progress was abolished therefore comparable progress measures are problematic.

Our expenditure was focused on:

Role and proposed impact	Hours	Cost
SEN support FS and across school	31.25 hours	£16500
Morning PP role FFT in Y1	12.5 hours	£6200
Afternoon PP role in Y2	12.5 hours	£6200
Leadership of PP interventions KS1-2	4 hours per week	£8000
3.5 hours teacher PP in Y3	3.5 hours	£5500
5 hours Y5 Maths PP work in KS2	5 hours	£10000
Additional teacher PP Y1	30 mins per week	£800
Subsidies for school visits and residential		£1000

The balance of funds was spent to provide learning mentor and TA support to classes.

Impact of spending

- EYFS data: our performance in EYFS continues to improve with a 17% rise in pupils achieving a Good Level of Development. We are now above national averages. 60% of our PP children achieved a GLD (only 45% of PP children nationally achieved this in 2014). We have received tremendous written and verbal feedback from parents of children with SEND in FS, and more widely, as regards the support that they have received.
- Y1 phonics: the percentage of children achieving the phonics test pass continues to rise. None of the pupil premium children reached the pass mark but all showed some pleasing progress.

Farsley Farfield Primary School

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- A Year 2 reading intervention resulted in 4 PP children making an average of over two years' progress in reading age within two terms.
- In KS1 SATs, the PP cohort included a higher than average number of children on the SEND register. 2/3 met the expected standard in maths (close to the national average), but lower than national average in literacy.
- The Y5 maths group worked well as a discrete group. Internal tracking would suggest progress from an average score of 2Dev+ to 4Dev by the end of the year. Three of these children qualified for pupil premium.
- Comparison of attainment for KS1 and 2 SATS for 2016 against results in previous years is impossible. Data is not yet available to provide a comparison between attainment of pupils in receipt of Pupil Premium at KS1 and KS2 compared to this group nationally.
- 50% of our PP children reached the expected standard in the Y6 reading SAT test compared to just over 60% nationally. 70% reached the expected standard according to the Interim Teacher Framework assessment. One PP child progressed exceptionally well: from well below average in Y2 to an exceptionally high scaled score of 117 in Y6.
- 60% of PP children in the Y6 cohort reached or exceeded the expected standard for writing. This slightly exceeded the % for the cohort as a whole. Two of these children made greater than expected progress over the course of KS2.

We have data for 26 interventions led by teachers and support staff. It is not appropriate to summarise each one in this report, but detail is available to Ofsted or governors on request. There was some disruption to the PP model due to staff changes mid year. Many non-PP children also benefitted from interventions alongside their PP peers.

Key Learning/Decisions:

- We need to use more standardized testing at the start and end of more interventions to help measure progress in the absence of the old national curriculum levels.
- PP needs to be more tightly directed specifically at PP children e.g. through a direct tutoring model in Y4-6.
- Small amounts of PP time offered to a range of teachers was deemed to be less effective than evidence-based interventions and direct tutoring. This has been taken into account with plans for 2016-17.

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