



## PUPIL PREMIUM ALLOCATION SUMMARY 16-17: £248,140

RESOURCES FOR FMS6 PUPILS	COST: SALARIES & RESOURCES
BREAKFAST CLUB	£9000
EWO/CP/VULNERABLE PUPILS: TA GRADE 8	£36624
INTERVENTION TA: 2X GRADE 5: BRP, SUCCESS@MATHS, READING INFERENCE	£47782
WALLSEND INTERVENTION TEAM	£12500
MORE ABLE KS2 SATS BOOSTER	£2500
DYSLEXIA INTERVENTION TA: GRADE 5	£23891
NUTURE GROUP TA: GRADE 5	£23891
READ WRITE INC	£3000
ECC/ECAR: U3 + TLR 2B	£42471
TRIP & VISITS; CURRICULUM ENRICHMENT	£15000
ICT FOR LEARNING RESOURCES	£35000
OUTDOOR EDUCATION & LEARNING RESOURCES	£30000
HOMEWORK CLUBS	£2500
MUSIC TUITION	£5000
DENBIGH ACADEMY FOR PERFORMING ARTS (DAPA)	£3000
<b>TOTAL SCHOOL SPENDING</b>	<b>£292,159</b>

- Money allocated specifically to raise standards in attainment and achievement
- Intervention staff target support to those pupils identified through tracking reviews who are at risk of falling behind in attainment and progress scores
- Read Write Inc specifically targets phonics and reading skills in younger pupils and catch up for older pupils
- All aspects of intervention are tracked and progress is measured to ensure programmes of intervention have a positive impact on learning and raise standards in attainment and achievement, so that all pupils make satisfactory progress and the large majority of pupils make good or better progress. Therefore no pupil is at risk of falling behind because they are some way vulnerable
- Breakfast Club ensures a good start to the day for vulnerable pupils
- Nurture work will ensure vulnerable pupils are confident and secure within themselves and ready for learning
- Grade 8 TA responsible for Education, Welfare and Child Protection to ensure vulnerable pupils educational and care needs are met.
- Money allocated to enrich learning, in order that children have maximum high quality experiences to support their learning

**SEE ALSO THE PUPIL PREMIUM STRATEGY STATEMENT 2016/2017 TO GIVE DETAILED ALLOCATIONS OF SPENDING**



## **PUPIL PREMIUM IMPACT ANALYSIS 2015 – 2016**

*Expected progress is 4 steps over the year.*

<b>YEAR GROUP</b>	<b>SUBJECT</b>	<b>% MAKING EXPECTED PROGRESS</b>
<b>YEAR 1</b>	<b>READING</b>	<b>93%</b>
	<b>WRITING</b>	<b>71%</b>
	<b>MATHS</b>	<b>86%</b>
<b>YEAR 2</b>	<b>READING</b>	<b>86%</b>
	<b>WRITING</b>	<b>71%</b>
	<b>MATHS</b>	<b>93%</b>
<b>YEAR 3</b>	<b>READING</b>	<b>71%</b>
	<b>WRITING</b>	<b>87%</b>
	<b>MATHS</b>	<b>76%</b>
<b>YEAR 4</b>	<b>READING</b>	<b>80%</b>
	<b>WRITING</b>	<b>80%</b>
	<b>MATHS</b>	<b>80%</b>
<b>YEAR 5</b>	<b>READING</b>	<b>81%</b>
	<b>WRITING</b>	<b>73%</b>
	<b>MATHS</b>	<b>90%</b>
<b>YEAR 6</b>	<b>READING</b>	<b>89%</b>
	<b>WRITING</b>	<b>89%</b>
	<b>MATHS</b>	<b>100%</b>
<i><b>There was no significant difference in progress rates between FSM 6 pupils and their year group counterparts</b></i>		

**Y1 PHONICS 2016:** there was **no significant difference in performance** between disadvantaged pupils and the rest of the cohort.

**KS1 2016 SATS:** there was **no significant difference** in performance between FMS6 pupils at DCPS with disadvantaged pupils nationally.

**KS2 2016 SATS:** FMS6 pupils at DCPS **performed significantly higher** than pupils nationally in Reading, Writing and Maths, and also in combined RWM. FMS6 pupils perform better Local Authority rates in RWM combined.