



Payhembury Church of England School

Pupil Premium Data Publication 2016-17 academic year

Overview of the school (updated November 2016)

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	78
Number of pupils benefitting from PPG	1
Total amount of PPG received (£) for 2016-2017 Financial year	1300

Summary of PPG spending

Objectives spending PPG:

To raise standards in Maths and English and to enable pupil to achieve Age Related Expectations (ARE) or above in both subjects across the school.

Outcomes to date:

2011- 2012

End of year assessments for English and Maths show

1 pupil achieving ARE in maths and made above progress over the year.

1 pupil didn't achieve ARE in English but made above average progress over the year.

2012-13

Pupil a – still working below age related expectations in reading and writing (very slow progress being made), but above age related expectation in maths.

Pupil b – moved from working below expected to achieve age related expectations in reading, writing and maths. (Made 2 sublevels progress in all three areas.)

Pupil c- moved from working below expected to achieve age related expectations in all three areas. Made a whole level progress in one year in reading.

2013-14

Pupil a – Excellent SATs results. Three out of four areas pupil made 3 levels progress. Achieved a level 5a in maths. SPAG results just below level 4 threshold. 3 out of 4 areas working at or above ARE.

APS 30.0 compared to national 27.0 Maths, reading and writing.

In terms of closing the gap. APS of 30.0 compared to other pupils nationally 29.4

Pupil b - At ARE in reading and maths, just below in writing. Made 8 points progress in reading and maths over the first two years in key stage 2 and made 6 points progress in writing.

Pupil c - At ARE in all three areas. Made 8 points progress over the first two years in Key stage 2.

2014-2015

Pupil A- just below ARE in reading and writing, at ARE in maths

Pupil B- just below ARE in reading and writing, at ARE in maths

Pupil C- Working at ARE in all three areas.

Review of Spending for 2015-16 academic year:

All pupils made progress. The small gap with reading and writing needs further attention. Identified the need for specific daily work through more time with LSA's and individual time with the class teachers.

Both pupils A and b participated in a residential for four days. They were highly successful and the impact of the trip developed their confidence, independence and resilience to change. Both took part in numerous out of school sporting activities with support with transportation. Both made significant progress in swimming skills. Pupil A attended after school booster classes and both had weekly additional English and maths sessions delivered by specialised teachers.

Pupil A- Achieved ARE in Science and maths. Missed Reading by two marks. Achieving a standardised score of 96. Working below in writing.

Pupil B-Achieved ARE in science and maths. Working below in reading and writing.

Pupil C- Under performed in every area. Working below in reading, writing and grammar but working at the ARE in maths. (case study available)

Planned spending and actions for 2016-17 academic year:

Action plan for individual pupil available.

All funding will be spent on the TA contract to support intervention.

Daily reading intervention 5 x 20minutes and weekly specific targeted maths support.