

Amount of Pupil Premium funding	Amount of funding	Number of pupils	% school population
2011 – 2012 (£488/child)	£58 050	144	35%
2012 – 2013 (£623/child)	£113 386	182	46%
2013 – 2014 (£900/child)	£181 800	202	49%
2014 – 2015 (£1300/child)	£262 600	198	46%
2015 – 2016 (£1320/child)	£265 241	186	44%

Current Academic Year	Current FSM	Ever 6	Looked after
Reception	13	13	0
Year 1	20	24	0
Year 2	20	24	0
Year 3	25	33	0
Year 4	18	33	0
Year 5	14	21	0
Year 6	24	38	0

KS2 Outcomes for 2015	2015 Pupil Premium	2015 Non Pupil Premium	2015 In school gap	Hackney Average –all (in school gap)	National Average –all (in school gap)
Attainment: % at L4+ Reading	94	100	-6	90(+4)	90(+4)
Attainment: % at L5+ Reading	39	55	-16	38(+1)	48(-9)
Attainment: % at L4+ Writing	97	100	-3	90(+7)	87(+10)
Attainment: % at L5+ Writing	52	70	-18	48(+4)	36(+16)
Attainment: % at L4+ Mathematics	94	100	-6	90(+4)	87(+7)
Attainment: % at L5+ Mathematics	45	35	+10	41(+4)	41(+4)
Attainment: % at L4+ R, W, M	94	100	-6	84(+10)	80(+14)
APS: Reading	28.2	30.3	-2.1	28.7(-0.5)	29(-0.8)
APS: Writing	30.1	32.1	-2	28.6(+1.5)	28.2(+1.9)
APS: Mathematics	28.7	29.1	-0.4	29(-0.3)	29(-0.3)
APS: Reading , Writing and Mathematics	28.9	30.2	-1.3	28.9(=)	28.8(+0.1)
Achievement: Expected progress Reading (2 levels)	100	100	=	93(+7)	91(+9)
Achievement: More than expected progress Reading (2 levels +)	42	47	-5	38(+4)	33(+11)
Achievement: Expected progress Writing (2 levels)	100	100	=	96(+4)	94(+6)
Achievement: More than expected progress Writing (2 levels +)	74	88	-14	48(+26)	36(+38)
Achievement: Expected progress Mathematics (2 levels)	100	100	=	93(+7)	90(+10)
Achievement: More than expected progress Mathematics (2 levels +)	65	47	+18	41(+24)	34(+31)



**Rest of the Year Group Outcomes**

**EYFS**  
 Good Level of Development (GLD) for the Pupil Premium (PP) cohort is 57%. Compared with pupils not eligible for PP at 83% GLD, this shows an in school gap of 26%. The Hackney average for the GLD for PP is 67% which shows that Shacklewell is behind the borough average by 10% for this group of pupils. This group of pupils represents 23 children. Targeted support is needed in Year 1.

**Y1**  
 In the Phonics Screen, 78% of pupils eligible for PP and 85% non PP passed the test. This presents a 7% difference for these two groups. In comparison to the Hackney average which was 76% for PP, the school is 2% above the PP average and 4% below the all pupils' local average. Phonics interventions will be in place to ensure success in the Year 2 retest. This still needs to remain a focus for 2106.

**The end of year data for Year 1 shows:  
 Pupil Premium % of cohort: 18/59 = 31% of the cohort**

Year One	Autumn Expected 2		Spring Expected 3		Summer Expected 4		End of Year Gap
	PP	Non PP	PP	Non PP	PP	Non PP	
<b>Reading</b>	82	87	80	89	82	83	-1%
<b>Writing</b>	65	86	80	84	78	78	=
<b>Mathematics</b>	53	84	82	87	77	88	-11%

This shows good progress for the PP cohort bringing them in line with the national expectations from a low starting point. There is only a small gap between the PP group and their peers in reading however a large gap is evident in maths. This subject will need very close monitoring in Year 2 and support will be required.

**Y2**

The KS1 Outcomes are as follows:

KS1 Outcomes	2015 PP	2015 Non PP	2015 In school Gap	Hackney Average- all (in school gap)	National Average- all (in school gap)
Attainment: % at L2+ Reading	97	96	+1	92(+5)	90(+7)
Attainment: % at L3 Reading	23	46	-23	32(-9)	32(-9)
Attainment: % at L2+ Writing	90	96	-6	89(+1)	88(+2)
Attainment: % at L3 Writing	13	38	-25	21(-8)	18(-5)
Attainment: % at L2+ Mathematics	97	96	+1	94(+3)	93(+4)
Attainment: % at L3 Mathematics	23	42	-19	28(-5)	26(-3)
APS: Reading	16.6	17.9	-1.3	16.7(-0.1)	16.6(=)
APS: Writing	15.6	17.5	-1.9	15.7(-0.1)	15.3(+0.3)
APS: Mathematics	16.8	17.8	-1.0	16.6(+0.2)	16.4(+0.4)
KS1 APS	16.3	17.8	-1.5	16.3(=)	16.1(+0.2)

This shows that the PP cohort is accelerating their progress to catch up with their peers. The large gap in the writing attainment is



pulling down their overall APS. When compared with Hackney averages, this data also illustrates a lack of attainment for this group at Level 3. Sharply focused intervention in Year 3 will be needed for this group to attain the greater depth/mastery levels.

Y3

**The end of Year 3 data shows:**  
**Pupil Premium % of cohort: 31/60 = 52% of the cohort**

Year Three	Autumn Expected 2		Spring Expected 3		Summer Expected 4		End of Year Gap
	PP	Non PP	PP	Non PP	PP	Non PP	
Reading	68	82	81	84	78	86	-8%
Writing	55	68	84	80	71	76	-5%
Mathematics	45	68	85	84	81	79	+2%

This shows overall outstanding progress for the PP cohort bringing them close to the national expectations and close to their peers. An eye on their progressing English is needed to ensure they catch up to their peers.

Y4

**The end of Year 4 data shows:**  
**Pupil Premium % of cohort: 16/51 = 31% of the cohort**

Year Four	Autumn Expected 2		Spring Expected 3		Summer Expected 4		End of Year Gap
	PP	Non PP	PP	Non PP	PP	Non PP	
Reading	88	81	81	80	88	77	+11%
Writing	71	81	80	81	80	76	+4%
Mathematics	76	81	88	81	81	76	+5%

This shows outstanding progress for the PP cohort bringing them in line with national expectations and they are now outperforming their peers. This cohort requires monitoring to ensure the progress continues in Year 5.

Y5

**The end of Year 5 data shows:**  
**Pupil Premium % of cohort: 38/57 = 67% of the cohort**

Year Five	Autumn Expected 2		Spring Expected 3		Summer Expected 4		End of Year Gap
	PP	Non PP	PP	Non PP	PP	Non PP	
Reading	84	100	81	80	76	68	+8%
Writing	84	84	81	81	76	74	+2%
Mathematics	74	68	79	81	74	73	+1%

This shows good progress for the PP cohort bringing them to just below national expectations. They are outperforming their peers and make up over half of the cohort. To ensure this progress continues they will need to continue to be involved in extension work to



ensure they make it to the greater depth levels.



## Pupil Premium Grant Spending Statement for 2015-2016

**Principles in the use of the Pupil Premium Grant (PPG) at Shacklewell:**

*Our priority for this academic year is to continue to focus on 'closing the attainment gap' between groups of pupils. And to focus particularly on those pupils who are not on track to achieve the expected standard in reading, writing and maths at the end of KS2 or not on track for making sufficient progress from the end of Key Stage 1. This is our minimum requirement for the year group. **Our overall aim is for the PPG pupils to be at the same level as ALL pupils nationally.***

*We are also aware that some of the pupils entering our school have limited language skills and that there is a strong correlation between delayed language skills and entitlement to PPG. We are focusing on developing children's language further down the school in order to raise attainment for all and ensure that we are 'narrowing the gap' in attainment at the end of EYFS and KS1. This will continue to support improved outcomes for the Year 1 phonics test for PPG pupils.*

*Through targeted interventions we are working to eliminate barriers to learning and progress. For those children eligible for PPG who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. We will also ensure that high attainers are suitably challenged so that they achieve their potential and beyond.*

**Objectives in the spending of the Pupil Premium Grant at Shacklewell to narrow the gap in achievement between pupils eligible for the PPG and their peers.**

- *For all PPG pupils to make accelerated progress and close the attainment gap of eligible pupils and their peers.*
- *For all Senior Leaders to 'name and claim' the PPG they are allocated and develop a mentoring relationship with them.*
- *To ensure PP children continue to be tracked effectively and interventions are organised to support learning quickly. This is especially important for maths progress.*
- *To ensure additional provision for PP pupils moving into Year 2, Year 3 and Year 6*
- *To support early intervention through the use of an additional member of staff to work in EYFS and KS1 for phonics.*
- *To provide Booster classes for PP pupils in Year 6 to ensure they reach the greater depth levels.*
- *To enhance enjoyment of school including full participation in visits, leading to better progress of this group.*
- *To use specific resources to support learning in school.eg: RWI, Maths Mastery*
- *To raise standards by improving engagement in learning through curriculum enrichment and celebration events.*

**Provision to be provided**

**Academic support**

- Allocation of an Assistant Headteacher to coach staff in effective teaching strategies, including providing extension for HA pupils.
- Group tuition by an extra teacher in short, weekly sessions, following a detailed assessment of a child's particular needs (Yr1, 2,3).
- Reducing class sizes thus improving opportunities for personalised learning and accelerating progress by Assistant Headteacher led groups.
- Easter / Booster tuition and feedback classes for PP pupils. (Yr. 6).
- Extra Phonics sessions for Reception and KS1.

**Curriculum enhancement**

- After school club / School visits subsidy
- Yearly whole school production celebrating pupils talents

**Pastoral support**

- Homework club supervision in after-school sessions to ensure key groups of children make expected or better progress.
- Additional time for support staff during lunch hours to support the transition of vulnerable children from lunch time and back into class. (FFS Staff).
- Provide uniform for pupils unable to purchase it.
- Subsidise Breakfast club places to allow pupil to be at school time and ready to learn.

**Process for monitoring impact:**

- Half termly pupil progress meetings for PPG.
- Staff appraisal process.
- Executive Headteacher termly report to Governors.
- Termly meetings with the Local Authority School Improvement Officer.



Planned Spend for 2015- 2016					
<i>Pupil Premium used for</i>	<i>Amount allocated to the intervention or action</i>	<i>Is this new or continued activity?</i>	<i>Brief summary of the intervention or action</i>	<i>PP Group Allocated</i>	<i>Actual impact</i>
<i>Small Group Tuition</i>	<i>£55 000</i>	<i>Continued</i>	<i>To lead short and measurable intervention programs in reading, writing and maths (Years 2, 3).Led by Senior Teacher.</i>	<i>Years 2, 3</i>	
<i>1:1 Intensive RWI Phonics support</i>	<i>£24, 000</i>	<i>Continued</i>	<i>1:1 Reading intervention using RWI materials delivered by trained staff.</i>	<i>Rec, Year 1 and 2</i>	
<i>Improvements in the EYFS outdoor areas to enhance opportunities for vocabulary development</i>	<i>£20,000</i>	<i>Continued</i>	<i>EYFS outdoor learning opportunities to be enhanced and planned language opportunities each day for PPG initiated.</i>	<i>EYFS</i>	
<i>Introduce Launchpad for all Reception pupils</i>	<i>£20, 000</i>	<i>Continued</i>	<i>All Reception pupils screened and for any Speech and Language issues. Pupils are then provided with weekly support and progress tracked.</i>	<i>Reception</i>	
<i>Staff Training on Read Write Inc (RWI)</i>	<i>£8, 000</i>	<i>Continued</i>	<i>Training of all staff on planning and teaching phonics using the RWI scheme. Resources purchased.</i>	<i>EYFS and KS1</i>	
<i>Booster Classes</i>	<i>£18, 000</i>	<i>Continued</i>	<i>To work on specific areas of English and Maths reinforcing work that has been covered in class to improve attainment at the end of KS2.</i>	<i>Year 6</i>	
<i>Incentive &amp; Reward Scheme for attendance</i>	<i>£4, 000</i>	<i>Continued</i>	<i>Weekly achievement assembly rewarding outstanding attendance rates with half termly prizes.</i>	<i>All</i>	



Booster sessions for greater depth pupils in Years 2 and 6.	£16,500	Continued	To increase the % of pupils achieving the higher levels in Maths, Reading and Writing.	Years 2 & 6	
TA's to deliver Daily Supported Reading (DSR) Intervention	£45, 000	Continued	Daily Supported Reading is aimed at struggling readers from Rec, Year 1 and Year 2 who need a helping hand to achieve appropriate levels for their age. This includes: *children who have had problems with the Y1 phonics screening check; *children whose reading is still not fully secure at the transition from Y1 to Y2.	Rec, Year 1 and Year 2	
Focussed Pupil Review Meetings Half Termly with reallocation of resources	£40 000	New	To ensure all pupils are targeted quickly and effectively for intervention and QFT is reinforced at all times by SLT.	All year groups	
Provision for supporting school trips and after school tuition.	£20, 000	Continued	To ensure all pupils have access to and benefit from the range of experiences in school.	Vulnerable PP Pupils	
Uniform	£2,000	Continued	To ensure all pupils have access the uniform which will raise their self-esteem and confidence.	Vulnerable PP Pupils	
<b>Total PPG:</b>	£265 241				
<b>School Cost:</b>	£272 500				

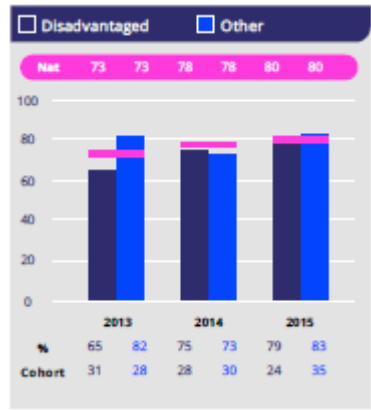




Evaluation for 2014- 2015

Pupil Premium used for	Amount allocated to the intervention or action	Is this new or continued activity?	Brief summary of the intervention or action	PP Group Allocated	Actual impact
Small Group Tuition	£85 000	Continued	To lead short and measurable intervention programs in reading, writing and maths (Years 2, 3, 4, 5).	Years 2, 3, 4, 5 & 6	<ul style="list-style-type: none"> <li>From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing &amp; in mathematics was similar to that of other pupils nationally.</li> <li>Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in writing.</li> <li>Disadvantaged KS1 pupils had an average point score equal to or above the national score for other pupils in mathematics.</li> <li>The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading, writing &amp; mathematics.</li> <li>The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils in writing.</li> <li>The proportion of</li> </ul>



					disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading & mathematics.
1:1 Intensive RWI Phonics support	£ 14, 000	New	1:1 Reading intervention using RWI materials delivered by trained staff.	Rec, Year 1 and 2	 <p>% of pupils passing the PSC npow above the national average.</p>
Introduce Launchpad for all Reception pupils	£12, 000	New	All Reception pupils screened and for any Speech and Language issues. Pupils are then provided with weekly support and progress tracked.	Reception	% of PPG pupils achieving the expected level increased leading to more pupils achieving GLD than last year.
Staff Training on Read Write Inc (RWI)	£9, 000	New	Training of all staff on planning and teaching phonics using the RWI scheme. Resources purchased.	EYFS and KS1	High percentage of pupils achieved the PSC and the schools results continue to be above the national and local averages for all groups.
Booster Classes	£18, 000	Continued	To work on specific areas of English and Maths reinforcing work that has been covered in class to improve attainment at the end of KS2.	Year 6	Percentage of pupils exceeding expected progress has improved especially in reading and writing. More eligible pupils at the end of KS2 achieve L4+ in R/W/M and the gap has narrowed to their peers.
To create smaller classes in all KS2	£45, 000	Continued	To increase the teacher to pupil ratio in order to increase the impact of Quality	KS2	All PP children achieved the national expectations and all made expected



classes.			First Teaching (QFT).		progress with over ¾ making more than expected progress.
Incentive & Reward Scheme for attendance	£4, 000	Continued	Weekly achievement assembly rewarding outstanding attendance rates with half termly prizes.	All	Attendance of FSM pupils improved at 95.8%
Curriculum Enrichment/ Enhancement Activities	£10, 000	New	Wide range of targeted curriculum enrichment and enhancement activities: *Starfeet Enrichment Academy *Science Investigations Day *Debate Mate *Specialist teachers	All	Survey conducted showed 98% children love coming to school because of these enrichment activities. Pupils achieved medals/ trophies/ certificates for the school through these various enrichment events, contributing to the growing confidence of children and developing their self-esteem.
TA's to deliver Daily Supported Reading (DSR) Intervention	£24, 000	New	Daily Supported Reading is aimed at struggling readers from Years 1 to 4 who need a helping hand to achieve appropriate levels for their age. This includes: *children who have had problems with the Y1 phonics screening check; *children whose reading is still not fully secure at the transition from Y2 to Y3.	Years 1 to 4	Additional staff members in the EYFS/KS1 has ensured continuous provision is of excellent standard and support staff are well trained to observe and record key information about individual pupils. They have also received training and guidance on specific interventions (in particular RWI) to ensure they are supporting the children effectively
Provision for supporting school trips and after school tuition.	£20, 000	Continued	To ensure all pupils have access to and benefit from the range of experiences in school.	Vulnerable PP Pupils	Supported vulnerable pupils were able to access trips. This has enhanced their self-esteem and given them wider opportunities to contribute to their school life.
Uniform	£1,000	New	To ensure all pupils have access the uniform which will raise their self-esteem and confidence.	Vulnerable PP Pupils	
Maths Club	£10 ,000	New	To start maths investigation club and become members of Mathematics	KS2	Teachers are teaching the gaps in learning and assessment data is used effectively. Pupils are becoming more

			Association.		<i>accountable for their own learning, understanding targets and identifying how to improve their own learning through the use of concrete resources to reinforce their maths learning. Focus on HA is needed.</i>
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