**Pupil Premium Analysis 2014- 2015**

School :Marlfields Primary Academy Principal: Mrs S Isherwood

Vice Principal: Miss M Carr Pupil Premium Champion: Mrs S Radcliffe

Pupil Premium Governor: Mrs M Gartside Date: 16th July 2015

|  |  |  |
| --- | --- | --- |
| **2014-2015** | **School** | **National** |
| **Percentage of FSM pupils** | **58.6** (80% percentile) | **26.0** |
| **Number of FSM pupils eligible for the Pupil Premium** | **79 Total Spend: £64,500** |

**Priorities: ’Better Never Stops’ – Mastery Learning**

Priorities are driven by: Observation of the children and their needs

Data analysis at school and national level Review of the last plan and best value Research e.g. Hattie, Sutton Trust, Education Endowment Foundation and ‘Transforming Writing’ (National Literacy Trust)

As a consequence, the priority areas are:

1. Early spoken language and the development of knowledge
2. Early mathematical concepts and vocabulary development
3. The development of a range of grammatical structures and an expanded vocabulary
4. ‘Talk for Writing’ including the internalisation of texts, context- embedded grammar and drama
5. A meta- cognitive whole school approach to spelling
6. Mastery of Mathematics – fluency, reasoning and problem solving
7. Reading – decoding and comprehension
8. Quality feedback and direct instruction (Hattie)
9. Support for children’s social, moral, spiritual and cultural development including behaviours for learning.
10. Support for children’s attendance.

**Impact on standards compared to National Statistics**

Pupil Premium Percentages- Whole school: 79 of 186 = 42%

Percentages of ‘Good Level’ of development EYFS 2015 (pupil Premium): 74%

Percentage of Children achieving level 2B+ 2015(pupil premium): 92% Reading 42% Writing 67% Maths

Percentage of Children achieving level 4B+ 2015 (pupil premium): 69% Reading 62% Writing 54% Maths

Percentage of Children achieving level 6 2015 (pupil premium): 7% in Maths

**Year 2 – Pupil Premium**

|  |  |
| --- | --- |
| **School APS** | **National APS - 2015** |
| **Overall**  |
| **15.6** | **16.6** |
| **Reading**  |
| **16.7** | **17.1** |
| **Writing**  |
| **14.2** | **15.8** |
| **Maths**  |
| **16.1** | **16.9** |

**Year 6 – Pupil Premium**

|  |  |
| --- | --- |
| **School APS** | **National APS - 2015** |
| **Overall**  |
| **26.0** | **29.5** |
| **English, Punctuation and Spelling** |
| **25.6** | **29.9** |
| **Reading**  |
| **26.5** | **29.6** |
| **Writing**  |
| **27.0** | **28.9** |
| **Maths**  |
| **25.2** | **29.8** |

The data above shows that the gap between PP pupils and their peers while has narrowed during this year still remains a focus for the school in the majority of year groups for reading, writing, SPAG and Maths in 2015-16.

**Pupil Premium Attendanc**

Pupil Premium attendance totals 2014-15

|  |  |  |
| --- | --- | --- |
| Class  | Whole class | PP |
| R | 94% | 92% |
| 1 | 96% | 96% |
| 2 | 95% | 91% |
| 3 | 90% | 97% |
| 4 | 91% | 95% |
| 5 | 97% | 97% |
| 6 | 95% | 95% |

Whilst there are year groups with lower than 95% attendance there doesn’t appear to be any link or pattern between PP pupils and their peers. Where percentages are lower it is often one or two very low attendees that influence the figures. This year has seen the introduction of the “Munch and Crunch” Morning reading sessions which helps promote punctuality and attendance .

In September 2015 we invested as a school in the Spto (School pupil tracker online). Ou rPP co-ordinator intends to use this system to complete a more thorough data analysis- eg: Track trends, identify boys/ girls/SEN/ summer birthdays etc. This will enable targeting of specific areas of need and identify patterns across the school.

Our projected spend for 2015-16 is shown in our action plan.