**DISADVANTAGED PUPIL Report –Year 2014-2015**

School :Marlfields Primary Academy

Principal: Mrs S Isherwood

Vice Principal: Miss M Carr

Disadvantaged Pupil Champion: Mrs S Radcliffe

Disadvantaged Pupil Governor: Mrs M Gartside

Date: 16th July 2015

**Background Information**

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

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

Percentage of Children achieving level 2B+ (pupil premium): 92% R 42% W 67% M

Percentage of Children achieving level 4B+ (pupil premium): 69% R 62% W 54% M

Percentage of Children achieving level 6 (pupil premium): 7% M

Disadvantaged Pupil Attendance:

|  |  |  |
| --- | --- | --- |
| 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% |

Progress of APS (End of Summer 2015 )

Better than class Roughly in line with Underperforming compared to class

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year group and number in class | Reading PP | Reading Class | Writing PP | Writing Class | Maths PP | Maths Class |
| R: |  |  |  |  |  |  |
| 1: 14/24 | 5.5 | 5.25 | 3.0 | 4.08 | 3.92 | 4.38 |
| 2: 12/26 | 6.08 | 6.0 | 3.08 | 3.27 | 3.42 | 3.42 |
| 3:14/33 | 4.55 | 4.63 | 3.82 | 3.68 |  |  |
| 4: 12/27 | 4.75 | 4.84 | 3.66 | 3.88 |  |  |
| 5: 6/25 | 5.33 | 4.92 | 2.5 | 4.04 | 3.66 | 4.0 |
| 6: | 2.57 | 2.73 | 5.27 | 4.18 | 2.0 | 2.48 |

Attainment (End of Summer 2015)

Better than class Roughly in line with Underperforming compared to class

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | READING- me | READING  ex | WRITING  me | WRITING  ex | MATHS  me | MATHS  ex |
| YEAR 6 class | 82% | 27% | % | 50% | 64% | 39% |
| YEAR 6 DIS | 69% | 38% | 38% | 31% | 54% | 23% |
| YEAR 5 class | 92% | 92% | 92% | 8% | 12% | 4% |
| YEAR 5 DIS | 83% | 83% | 83% | 0% | 0% | 0% |
| YEAR 4 class | 57% | 46% | 46% | 54% | 4% | 4% |
| YEAR 4 DIS | 66% | 58% | 58% | 50% | 4% | 4% |
| YEAR 3 class | 76% | 52% | 52% | 6% | 27% | 3% |
| YEAR 3 DIS | 100% | 57% | 57% | 0% | 21% | 0% |
| YEAR 2 class | 92% | 59% | 59% | 22% | 78% | 48% |
| YEAR 2 DIS | 92% | 58% | 58% | 17% | 67% | 42% |
| YEAR1 Class | 68% | 44% | 44% | 28% | 72% | 32% |
| YEAR 1 DIS | 54% | 31% | 31% | 8% | 62% | 39% |

Issues arising from data and DP monitoring

Last year’s data suggested that writing was an issue in school. Over this academic year there has been a range of writing based DP interventions. Teachers have either delivered these sessions or since summer term there have been focused sessions planned and delivered by Claire Thornborrow. Staff were given several resources to make planning short interventions for writing more measureable, These are all in DP file on staff share. There has been good improvements in both progress and attainment in writing across the school. Year 1’s data shows the DP children as having lower attainment and progress compared to the class however these figures are influenced by SEND pupils and also a much greater percentage of the class being DP than in other year groups. Reading data is also positive across the school. In Year 5 where DP attainment fell below the whole class the progress is greater. Likewise in Year 1 the progress was good but attainment lower than the whole class. The main focus with year 1 is phonics, HF words and sentence formation.

Maths, due to attainment and progress, needs to be the targeted areas for intervention next year.

MMS training is planned for mid- September staff are also being expected to plan and provide activities which promote problem solving and reasoning . DP intervention needs to support this whole school focus.

Attendance:

Whilst there are year groups with lower than 95% attendance there doesn’t appear to be any link or pattern between DP 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 .

We have invested as a school in the Spto (School pupil tracker online). As DP co-ordinator I intend to use this system to complete a more thorough data analysis- eg: Track trends, identify boys/ girls/SEN/ summer birthdays etc. This will enable me to target specific areas of need and identify patterns across the school.

Current DP Provision:

Please refer to DP timetable within school.

DP funding has also been used to allow all children access to wider opportunities such as music, educational visits or residential stays.

DP money has also helped fund some sports/uniform.

Evidence of Impact:

The data above shows that the gap between DP pupils and their peers has narrowed/closed in many year groups for reading and writing. This progress is indicative that the targeted interventions have had impact.

To improve the impact further and address maths needs we will be focusing on keeping intervention objectives tight and measurable.

What is going well?

Since September staff members have all developed a thorough knowledge of the needs of DP children in their class. We ran a successful training day about identifying and planning for needs which encouraged teachers to develop the use of QFT strategies (again there are a bank of QFT strategies on staff share). One of the issues which arose from the training was the emotional needs of our children. A portion of DP funding next year will focus on encouraging parental engagement with the children and their education. By using the funding this way we anticipate that some of the children’s emotional needs can be addressed and that we can embed working in partnership with our families.

The short term and medium term targets from the 2014-2015 action plan have been met whilst the long term objective around financial tracking needs to be carried forward. Whilst DP surgeries were offered throughout the year they were not always taken up. As DP co-ordinator I have spoken to staff individually and given guidance where required. Next year DP surgeries and monitoring will be more rigorous and monitoring will be carried out on children’s work as well as the intervention forms. Maths will be the priority focus for interventions and these will involve problem solving, reasoning and MMS.

There is no single intervention which provides a complete solution to closing the gap for our pupil premium children therefore we will continue to address needs using a variety of approaches. Monitoring of interventions will be more rigorous in the next academic year and we will be using some funding to engage and involve parents in their child’s learning journey.

Our objectives:

* Continue to close the gap between DP pupils and their peers.
* To target maths through focused interventions in all cohorts.
* To promote and encourage parental involvement in their child’s learning.

Updated action plan has been put into place from September 2015.