**DISADVANTAGED PUPIL Report –Year 2015-2016**

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: 24th July 2016

**Background Information**

***Data below collated from Teacher assessments (Spto)***

Disadvantaged Pupil Percentages- Whole school: 82/190 =43%

Percentages of ‘Good Level’ of development EYFS (pupil Premium): W: ELG (met or exceeding )-Class: 66% PP: 61%. M: ELG (met or exceeding)Class: 78% PP: 69% (inc almost- 84%) R: ELG (met or exceeding )-Class 69% PP 61%

Percentage of Children achieving KS1 (Y2) ARE { Spto Y2Low#2 or higher}: R- Class :91% PP:90% W-Class:78% PP: 80% M -Class : 82% PP:80%

Percentage of Children achieving KS2 (Y6) ARE{ Spto Y6Low#2 or higher}: R-Class: 84% PP:83% W- Class: 84% PP: 83% M- Class: 84% PP: 83%

Disadvantaged Pupil Attendance:

|  |  |  |
| --- | --- | --- |
| Class  | Non pp  | PP |
| R | 94.26 | 93.26 |
| 1 | 82.51 | 93.31 |
| 2 | 90.60 | 96.78 |
| 3 | 92.78 | 87.96 |
| 4 | 99.69 | 96.02 |
| 5 | 86.57 | 94.86 |
| 6 | 96.85 | 96.26 |

Progress over academic year (End of Summer 2016 )

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year group and number in class | Reading PP | Reading Class | Writing PP | Writing Class | Maths PP | Maths Class |
| R: 13/33 | 3.5 | 3.5 | 3.5 | 3.7 | 3.3 | 3.3 |
| 1: 10/25 | 3.5 | 3.2 | 3.1 | 3.0 | 3.0 | 3.0 |
| 2: 10/23 | 4.1 | 3.9 | 2.0 | 2.9 | 3.0 | 3.2 |
| 3:16/24 | 0.5 | 0.9 | 2.1 | 2.0 | 0.4 | 0.5 |
| 4: 16/34 | 3.3 | 3.8 | 3.6 | 3.5 | 3.3 | 3.3 |
| 5: 11/26 | 2.7 | 3.7 | 3.1 | 3.8 | 3.26 | 3.3 |
| 6: 6/25  | 4.5 | 5.0 | 4.0 | 5.4 | 5.5 | 5.7 |

Attainment (End of Summer 2016)

Nb: ARE (WW calculated from Spto -1 and 0).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | READING- WT | READINGWW (or above) | WRITINGWT | WRITINGWW(or above) | MATHSWT | MATHSWW(or above) |
| YEAR 6 class | 16% | 84% | 24% | 76% | 16% | 84% |
| YEAR 6 DIS | 50% | 50% | 50% | 50% | 34% | 66% |
| YEAR 5 class | 39% | 61% | 42% | 58% | 42% | 58% |
| YEAR 5 DIS | 45% | 55% | 45% | 55% | 55% | 45% |
| YEAR 4 class | 18% | 82% | 45% | 55% | 41% | 59% |
| YEAR 4 DIS | 19% | 81% | 50% | 50% | 50% | 50% |
| YEAR 3 class  | 30% | 70% | 54% | 46% | 50% | 50% |
| YEAR 3 DIS | 31% | 69% | 62% | 38% | 56% | 44% |
| YEAR 2 class | 27% | 73% | 27% | 73% | 22% | 78% |
| YEAR 2 DIS | 20% | 80% | 40% | 60% | 30% | 70% |
| YEAR1 Class | 16% | 84% | 27% | 73% | 20% | 80% |
| YEAR 1 DIS | 37% | 63% | 46% | 54% | 37% | 63% |

Issues arising from data and DP monitoring: This year we have used Spto (School Pupil Tracker Online), to track the progress of all our pupils. The data above records children as working within age related expectations if -1 or above.

Disadvantaged funding has been used to fund specialist teachers 1:1 ( Mrs Porter), a Disadvantaged pupil support teacher, Promotion of family involvement ,Support for emotional/ family issues to enable pupils to be ready to learn, Some educational visits, some uniform/ equipment for pupils and a wide range of home school reading books to engage early readers.

We have monitored pupil’s progress through Spto tracking, teacher termly reporting and meetings with teaching staff. Due to our higher than average number of disadvantaged pupils and the need to close the gap in attainment we are now part of an ‘Aspirer Hub’ which is a group of similar schools sharing strategies, training and resources to improve provision and accelerate progress.

What is going well: Our investment in organising family evenings has developed positive relationships and promoted engagement with school life. The investment in home / school reading has also been effective (especially in Y2-Y4). The Aspirer Hub is also proving to be supportive in terms of sharing good practice with others.

Evidence of Impact:

As the data above reflects the progress of our disadvantaged pupils is generally in line with their peers, ( apart from reading in UKS2- This will be targeted through our investment in Pie Corbett Primary English Program and an investment in quality reading books) However attainment ranges from being slightly lower to in some year groups being a large gap.

Our objectives:To ensure we accelerate the progress of our disadvantaged pupils we have several strategies planned (these are detailed in our Strategic Action Plan). Primarily we aim for class teachers to deliver provision and monitor closely. Assessment of each pupil’s learning needs will be imperative to driving our improvements.

We are trialling a new timetable in KS2 which will enable children to receive a wider curriculum alongside targeted support (from their class teacher). In EYFS and KS1 we will be focusing on Speech and Language needs along side maths and English interventions .

Monitoring of progress will be far more robust with regular monitoring. Interventions will be tracked for their impact.

Attendance:

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.