

Pupil Premium Impact Data: September 2014

Current Year 1 (34 / 83 pupils entitled to PP funding) (Data from Pupil Asset Tracker)

| Subject | ARE (% of pupils) | | | Expected Progress* (% of pupils) | | |
|----------------|-------------------|-------------------|--------------------------|----------------------------------|-------------------|--------------------------|
| | Pupil Premium | Non-Pupil Premium | Difference (PP – Non-PP) | Pupil Premium | Non-Pupil Premium | Difference (PP – Non-PP) |
| Reading | 33 | 50 | -17 | 69 | 73 | -4 |
| Writing | 25 | 44 | -19 | 50 | 69 | -19 |
| Maths (Number) | 44 | 56 | -12 | 86 | 85 | +1 |

* Progress – from start to end FS2

Commentary

The proportion of PP children attaining age related expectations (ARE) is lower than for Non-PP children in all areas of the curriculum, with the gaps being greatest in Writing. However, in terms of progress the gap is only really substantial in Writing.

Strategic implications

The accuracy of judgements in Foundation Stage is in a process of flux, with the latest set of data suggesting that a much more conservative line has been taken by the teaching team in 2013-14 than in the previous year. More work is needed to establish a consistent and sustainable approach for the next few years to further consolidate continuity and progression between FS2 and KS1, so that the relative progress of PP and Non-PP children can be measured more accurately.

Current Year 3 (20 / 58 pupils entitled to PP funding) (Data from Pupil Asset Tracker)

| Subject | ARE (% of pupils) | | | Expected Progress* (% of pupils) | | |
|---------|-------------------|-------------------|--------------------------|----------------------------------|-------------------|--------------------------|
| | Pupil Premium | Non-Pupil Premium | Difference (PP – Non-PP) | Pupil Premium | Non-Pupil Premium | Difference (PP – Non-PP) |
| Reading | 85 | 89 | -4 | 95 | 97 | -2 |
| Writing | 80 | 76 | 4 | 90 | 86 | 4 |
| Maths | 75 | 89 | -14 | 95 | 97 | -2 |

* Progress – from end FS2 to end KS1

Commentary

In terms of attainment at the end of KS1, PP pupils are slightly behind their Non-PP peers in Reading, slightly ahead in Writing but well behind in Maths. The proportions of pupils making expected progress or better are about the same for both groups in Reading and Maths (PP pupils slightly behind their Non-PP counterparts), but lower in Writing, (with PP pupils are slightly ahead).

Strategic implications

The interventions used in Key Stage 1 have succeeded in closing the gap to a great extent in Reading and Writing, but Maths interventions will be required in Year 3 to focus on this issue. In order to prevent the same pattern in the current Year 2, the Maths Leader will need to monitor progress closely during the first term and take appropriate steps if gaps in attainment emerge. The origin of the attainment gap in Maths needs to be researched so that earlier interventions can be considered if necessary, such as a more consistent and robust use of Numicon in Foundation Stage and Key Stage 1.

Current Year 6 (19 / 59 pupils entitled to PP funding) (Data from Pupil Asset Tracker)

| Subject | ARE (% of pupils) | | | Progress (% of pupils) | | |
|---------|-------------------|-------------------|--------------------------|------------------------|-------------------|--------------------------|
| | Pupil Premium | Non-Pupil Premium | Difference (PP – Non-PP) | Pupil Premium | Non-Pupil Premium | Difference (PP – Non-PP) |
| Reading | 73 | 85 | -12 | 84 | 87 | -3 |
| Writing | 52 | 85 | -33 | 68 | 85 | -17 |
| Maths | 42 | 65 | -23 | 57 | 72 | -15 |

* Progress – from end KS1 to end Y5

Commentary

A greater proportion of Non-PP children were at ARE in all subjects by the end of Y5, with the gap being greatest in Writing and least in Reading. In terms of pupils' progress since the end of KS1, Non-PP children had again out-performed PP children in all subjects, most clearly in Writing and Maths, but to a lesser extent in Reading.

Strategic implications

Although the gap has remained relatively small in Reading during KS2 for this cohort of pupils, the Writing and Maths gaps are substantial. The recruitment of an extra teacher to work with Y6 PP pupils is intended to address the individual attainment and progress issues most likely to be affected by her input, with Non-Verbal Reasoning data being used to help to identify the specific children targeted.

Attainment: Year 6 SAT Results 2013-14

| | Achieved Level 4 or above in Reading, Writing and Maths (%) | Achieved Level 4B or above in Reading and Maths and Level 4 or above in Writing (%) | Achieved Level 5 or above in Reading, Writing and Maths (%) |
|--|---|---|---|
| Pupil Premium (27 pupils) 24% SEN | 67 (63) | 57 | 19 (10) |
| Non-Pupil Premium (24 pupils) 13% SEN | 87 (81) | 70 | 23 (26) |

Achievement figures in brackets – national figures from 2012-13

Year 6 in 2013-14 (27 / 51 pupils entitled to PP funding) (Data from predicted Transition Matrices)

| Subject | Expected Progress (% of pupils) | | | More Than Expected Progress (% of pupils) | | |
|----------------|---------------------------------|-------------------|-----------------------------|---|-------------------|-----------------------------|
| | Pupil Premium | Non-Pupil Premium | National Non-Pupil Premium* | Pupil Premium | Non-Pupil Premium | National Non-Pupil Premium* |
| Reading | 89 | 96 | 89 | 30 | 38 | 29 |
| Writing | 93 | 96 | 93 | 30 | 42 | 31 |
| Maths | 85 | 96 | 90 | 26 | 38 | 34 |

Progress – from end KS1 to end Y6

Commentary

By the end of KS2, the attainment gap between PP and Non-PP children was -20% for Level 4 and above in Reading, Writing and Maths, -13% for Level 4B or above but only -4% for Level 5. The fact that almost twice the proportion of PP pupils had SEN as did Non-PP pupils in these two cohorts might go some way to explaining this. Comparisons between PP school and national data are favourable, with the school cohort outperforming the national one for Level 4s, and almost doubling it for Y5s.

The gaps in data related to expected and more than expected progress are generally smaller within school, and favourable in comparison with national Non-PP results for 2013, with PP children equalling those figures for expected progress in Reading and Writing. Similarly, although in-school gaps for more than expected progress lie between -8% and -12%, the results are approximately equal to national Non-PP figures in Reading and Writing.

Strategic implications

The significant gaps in threshold measures appear to have been caused primarily by the failure of a substantial proportion of PP children attaining 2C at the end of KS1, in all subjects but especially in Maths, to convert to at least a 4C. All class teachers have now been issued with data spreadsheets identifying all Pupil Premium children, including those who attained 2C at the end of Key Stage 1, with the requirement that each teacher takes greater responsibility for tracking the interventions used, and their effectiveness. This data will be collated and analysed by the Pupil Premium Manager and the link governor so that whole-school impact and value for money can be determined.

Overall Absence

| Academic year | Pupil Premium | Non-Pupil Premium | Gap (PP - Non-PP) |
|---------------|---------------|-------------------|-------------------|
| 2012-13 | 7.4 % (6.3 %) | 5.3 % (4.2%) | 2.1 % |
| 2013-14 | 5.6 % | 4.3 % | 1.3 % |

Figures in brackets – national Free School Meals (FSM) and Non-FSM pupils results for 2012-13

Commentary

In keeping with RAISE data, the figures are expressed as absences. In comparison with the previous academic year, in-school data shows a substantial closing of the attendance gap. For both groups of pupils the overall absence rates have also fallen.

Strategic implications

The commendable work carried out by the whole pastoral team, but especially the Pastoral Manager, has made a noticeable impact, but further initiatives will be tried as required so that both figures will continue to fall, and the gap to close.

IK / NB September 2014