

Pupil premium 2016/17 summary impact report (NB data for 2017 is unvalidated)

The information below highlights key areas impact on pupil outcomes as a result of actual pupil funding expenditure. It also identifies future priority areas to inform school improvement work. Further details on the impact of specific actions are laid out in a separate document / attachment (report of impact against specific actions)

EYFS

The % of children in receipt of pupil premium funding who achieved a 'good level of development' is improving over time from 36% in 2014 to 57% in 2016 and 63% in 2017. The in school difference and differences with others (non-disadvantaged) nationally is also narrowing over time but remains a priority.

Phonics

In 2017 85% of children in receipt of pupil premium funding reached the required standard in the Y1 phonic test. This represents a continued improving trend over time within school disadvantage outcomes not being significantly different to 'others' children nationally (2016 npp outcomes). Outcomes are significantly higher than pupil premium outcomes nationally and differences diminish over time. School outcomes for disadvantage group continue to improve over time as a result of targeted intervention.

End of Key Stage 1

Using the previous assessment system (2015), APS for PP continued to rise year on year up to 2015.

Attainment KS1 for disadvantaged group.

Subject	2016 school % at expected standard	2017% at expected standard	% increase
Reading	62	65	+3
Writing	54	58	+4
Maths	58	65	+7

In 2017 school outcomes for disadvantaged children increased from 2016 at the end of KS1 in all subject areas and differences with others nationally are diminishing.

The table below shows how the differences are diminishing in reading and writing in terms of expected standard from 2015 -17. The gap between school pp outcomes and others nationally 2017 is narrower than the national gap (2016). Whilst an in school difference remain this is linked to all groups making progress. In school differences in maths will be a focus for 2017/18.

Subject	Gap between pp and npp at expected standard 2015 (old 2b)	Gap between pp and npp at expected standard 2016	Gap between pp and npp at expected standard 2017	Differences diminishing from 2015 to 2017 by (in school)	National pp / npp gap 2016	School pp 2016 compared to other nationally. 2016	School pp 2017 compared to others nationally 2017
Reading	-28	-18	-19	-9	-16	-16	-13
Writing	-35	-23	-18	-17	-17	-16	-14
Maths	-14	-19	-16	+2	-17	-19	-14

Key Stage 2 outcomes Pupil Premium-

At the end of Key Stage 2 outcomes for the pupil premium group (2017) are above national pp outcomes 2016 for reading, maths and writing (for the same group). Outcomes for disadvantage in reading and maths have improved as a result of whole school focus on maths 2015/16 and reading 2016/17. The writing differences have widened in writing compared to 2016 outcomes but starting points were lower for the disadvantaged group in 2016/7 so progress is good.

PP attainment 2017

Subject	2015 (old level 4)	2015 difference to others nationally	At expected standard 2016	2016 difference to others nationally	At expected standard 2017	2017 school outcomes compared to national 2017 others
Reading	74	-18	52	-20	69	-8
Writing	74	-16	71	-8	65	-16
Maths	59	-31	62	-14	69	-11

Subject	Y6 2017 disadvantaged outcomes at end of KS1 (old 2b)	Y6 2017 outcomes for disadvantaged group. % at expected standard	Increase in % at expected standard
Reading	52	69	+ 17
Writing	37	65	+28
Maths	44	69	+ 25

Outcomes for pp compared to npp nationally

Subject	2015 % of pp in school who attained L4 compared npp nationally	2016 % of pp pupils who attained the expected standard compared to npp nationally.	2017 school outcomes compared to national 2016 others
Reading	-18	-19	-3
Writing	-16	-8	-14
Maths	-31	-13	-7

Year 6 pp v npp in school gap

	Gap July 16 (Y5)	Gap July 17 (Y6)	Narrowing of gap.
R	41	31	10
W	47	35	8
M	51	31	20

Subject	KS1 2017 School pp compared to other nationally 2017.	KS2 2017 % of pp pupils who attained the expected standard compared to npp nationally 2016
Reading	-14	-8
Writing	-14	-16
Maths	-14	-11

*different cohorts are compared in table above

Continuing to diminish differences between pp children and npp nationally remains a key priority for 2017/18, especially maths in KS1 and writing in KS2

Progress of the disadvantage groups

	School 2016	School 2017	pp progress	National other progress
Reading	52	69	+0.84	+0.33
Writing	71	65	+1.06	+ 0.17
Maths	62	69	+1.11	+ 0.25
Combined	43	62		

PP children make better progress than non pp nationally in every subject area. In writing and maths progress is in the top 10% nationally (see ASP data)

Pupil premium higher attainers at the end of Y6

The % of disadvantaged children who exceed at the end of Y6 has improved in all areas and the differences to others nationally is rapidly diminishing.

Subject	<u>% of pp achieving higher standard 2016</u>	<u>% of pp2016 achieving higher standard 2017</u>	<u>Difference between school pp 2016 and others nationally 2016</u>	<u>Difference between school pp 2017 and others nationally 2016</u>
Reading	5	19	-18	-5
Writing	5	19	-13	+1
Maths	0	12	-20	0
SPAG	10	39	-17	+12

Behaviour and attendance –

Fixed term exclusions have reduced over time and remain low. The percentage of disadvantaged children who have attendance below 90% has reduced during the last academic year as a result of targeted intervention but remain a key focus.