

Pupil premium 2017/18 summary impact report (NB data for 2018 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 generally improving over time from 36% in 2014 to 57% in 2016 and 63% in 2017. In 2018 outcomes for pp dipped to 53% achieving the ELG. The progress for these children from starting points was good as a result of targeted intervention and use pp funding. The in school difference and differences with others (non-disadvantaged) nationally is typically narrowing over time but remains a priority.

Phonics

In 2018 88% 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 at least broadly in line with 'others' children nationally (2017 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	2018 % at expected standard	% increase over time
Reading	62	67	77	+15
Writing	54	58	63	+9
Maths	58	65	77	+19

In 2018 school outcomes for disadvantaged children continue to increase over time 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 -18. The gap between school pp outcomes and others nationally 2018 is narrower than the national gap (2016) in all areas. Whilst in school differences remain this is linked to all groups making progress. School improvement work and targeted intervention has had a significant impact on diminishing differences in reading and maths. In school differences in writing will be a focus for 2018/19.

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	Gap between pp and npp at expected standard 2017	Differences diminishing from 2015 to 2018 by (in school)	National pp / npp gap 2016	School pp 2016 compared to other nationally. 2016	School pp 2017 compared to others nationally 2017	School pp 2018 compared to others nationally 2018
Reading	-28	-18	-19	-2	20	-16	-16	-13	-7
Writing	-35	-23	-18	-20	15	-17	-16	-14	-2
Maths	-14	-19	-16	-2	12	-17	-19	-14	+4

Key Stage 2 outcomes Pupil Premium-

At the end of Key Stage 2 outcomes for the pupil premium group (2018) continue to improve over time. School improvements work resulting from pp writing focus at the end of 2017 has significantly diminished differences. Overtime differences are diminishing in all subject areas. The writing differences at the end of KS1 is diminishing over time in school as a result of quality first teaching for all and targeted intervention. By the end of KS2 outcomes for the disadvantaged group compare well to others nationally and in maths they exceed.

PP attainment 2018

Subject	At expected standard 2016	2016 difference to others nationally	At expected standard 2017	2017 school outcomes compared to national 2017 others	At expected standard 2018	2018 school outcomes compared to others nationally 2018
Reading	52	-20	69	-8	73	-6
Writing	71	-8	65	-16	81	-2
Maths	62	-14	69	-11	85	+4

Subject	Y6 2018 disadvantaged outcomes at end of KS1	Y6 2017 outcomes for disadvantaged group. % at expected standard	Increase in % at expected standard
Reading	56	73	+17
Writing	50	81	+31
Maths	53	85	+32

Outcomes for KS2 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 2017 others	2018 school outcomes compared to national 2018 others
Reading	-18	-19	-8	-6
Writing	-16	-8	-16	-2
Maths	-31	-13	-11	+4

Year 6 pp v npp in school gap

	Gap July 17 (Y5)	Gap July 18 (Y6)	Narrowing of gap.
R	-10	-10	0
W	-14	-7	7
M	-17	-3	15

Subject	KS1 2018 School pp compared to other nationally 2017.	KS2 2018 % of pp pupils who attained the expected standard compared to npp nationally 2018
Reading	-3	-6
Writing	-11	-2
Maths	-2	+4

*different cohorts are compared in table above

Continuing to diminish differences between pp children and npp nationally whilst raising attainment for pp children in school remains a key priority for 2018/19, especially writing in KS1 and reading in KS2.

Progress of the disadvantage groups KS2 2017

	School 2016	School 2017	School 2018	pp progress 2018	National other progress
Reading	52	69	73	1.81	+0.31
Writing	71	65	81	3.15	+ 0.24
Maths	62	69	85	2.13	+ 0.31
Combined	43	62	65		

In 2018 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 writing (whole school focus 2017/18).

Subject	% of pp achieving higher standard 2016	% of pp achieving higher standard 2017	% of pp achieving the higher standard in 2018	Difference between school pp 2016 and others nationally 2016	Difference between school pp 2017 and others nationally 2017	Difference between school pp 2018 and others nationally 2018
Reading	5	15	15	-18	-13	-18
Writing	5	15	19	-13	-6	-5
Maths	0	12	12	-20	-15	-16
SPAG	10	39	18	-17	+12	-9

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.
