

Performance of Children Eligible for Pupil Premium Funding

Foundation Stage

	Expected Standard	
	PP	All (National)
Achieving the GLD (Good Level of Development)	50%	64% (69%)

Summary

- Children eligible for Pupil Premium funding performed better this year than in previous years.
- The gap closed from over 20% to 14% which is an indication of the enhanced staffing in the Reception classroom which has allowed a lot of early intervention work to take place.

Key Stage One

	Expected Standard	
	PP	All (National)
Y1 Phonics Check	55%	76% (81%)
Reading	23%	58% (74%)
Writing	15%	51% (65%)
Mathematics	23%	60% (73%)

Summary:

- Children eligible for Pupil Premium performed better in the Year 1 phonics check than in previous years although the gap still remains quite high. Additional phonics sessions for children eligible for Pupil Premium funding has begun to have an impact.
- There has been upward trend over the last three years in Reading and Writing for children at our school who are eligible for Pupil Premium funding; however, the gap increased significantly this year.
- We believe this is a cohort issue and expect results to be better for this group of children in 2017. In the 2016 Year 2 cohort, 7 out of 13 children eligible for Pupil Premium funding were also on the SEN register – 3 of them with severe needs.

Key Stage Two

	Expected Standard		Expected Progress	
	PP	All (National)	PP	All (National)
Reading	67%	76% (66%)	3.96	1.65
Writing	44%	71% (74%)	1.87	0.13
Mathematics	67%	82% (70%)	3.68	2.09
English GPS	67%	80% (72%)		
RWM Combined	33%	56% (53%)		

Summary:

- Children eligible for Pupil Premium funding in Key Stage 2 outperformed all pupils nationally in reading and were very close to the national comparison for maths and GPS.
- The performance of pupils in writing is a concern with an increased gap and this will become a priority to target through enhanced staffing and same day intervention work in 2016-17.
- The progress figures for this group of children are particularly encouraging with them making significantly more progress in reading, writing and maths than their peers both in school and nationally.
- Overall the performance of this group of pupils is encouraging with gaps closing significantly since 2013.