

Impact of Pupil Premium 2016-17

All children's progress is tracked on a half-termly basis. We compare the progress of identified groups to ensure they are making expected and accelerated progress.

The pupil premium children receive small group and 1:1 intervention support for reading, writing and maths from HLTAs. Each class teacher liaises with the PP HLTAs to plan, assess and monitor their pupils work.

Academic Year 2015-16

KS 2 (Year 3 to Year 6)

There were 27 (22%) children who received pupil premium funding in KS 2.

In Y3 all the Pupil Premium children made more than expected progress in Reading and Writing.

In Y4 most of the Pupil Premium children made expected progress in Writing and Maths.

In Y5 most of the Pupil Premium children made expected progress in Reading, Writing and Maths and some made more than expected progress in Reading and Writing.

Year 6 Results - Progress

Progress scores are ranged from -5 (lowest) to 5 (highest) with the national average being zero - 0.0. *Year 6 2017 (8 pupil premium children)*

Progress

Reading - 0.89

Writing - 1.32

Maths - 2.42

Year 6

Results show the expected standard for the 8 Pupil Premium children in Y6

RWM - 25%

Reading - 63%

Writing - 25%

GPS - 75%

Maths - 50%

Science - 50%

KS 1

There were 14 children (23%) who received PP funding.

Most pupils made progress in line with their peers and in some subjects some children exceeded their progress.

In Year 1 **75%** (6 out of 8) of the PP children passed the phonics test compared with **90%** of the whole cohort. 1/8 children in Year 1 has an ECHP.

Year 2

Results show the expected standard (6 pupil premium children in Year 2) and 1 child is on EHCP

	<u>School</u>	<u>National</u>
Reading	50%	78%
Writing	50%	70%
Maths	67%	77%
RWM	50%	

In addition

- All pupil premium children were able to access the full range of educational experiences offered as part of a broad and balanced curriculum.
- Extra resources were purchased for these pupils.
- The increase in confidence and self-esteem for many of these children because of 1:1 and small group work was noted by all staff and this had an impact on their learning.