

Pupil Premium Evaluation Report

Pupil premium children performed well across the school in 2016/ 17. Outcomes vary by individual cohort group largely because of the small numbers involved but performance over time is consistently very strong. Well above average proportions attain the expected standard at the end of Key Stage 2. Children with FSM in the last 6 years had a progress score of 3.2. The average disadvantaged boys (6), middle and lower attainers (9) and SEN support (2) was above that of non-disadvantaged groups at the end of Key Stage 2. Non disadvantaged girls performed better than disadvantaged girls



Many of our disadvantaged children, also have SEND. We robustly identify children for SEND to ensure that this is not an excuse for poor performance. About 31% of children have SEND and are disadvantaged and around 30% of this group has profound needs identified in their EHC plan or statement

The FFT Aspire report on disadvantaged children's performance is useful to read alongside this report.

Desired outcomes		Success criteria	Outcomes and evaluation
A	Outcomes for Pupil Premium children are at least in line with cohort averages at each phase	PP group achieve as well as non-pp at the end of Key Stage 2 Over 70% of children pass the KS1 phonics check There are no gaps between the performance of PP children in reading, mathematics and writing at KS1.	The average scaled score for progress was 3.6 for the disadvantaged group, higher than the non-disadvantaged. 78% of PP children achieved the expected standard in Re, Wr and Ma combined, slightly below the non-PP group but well above the national average 57% of PP children attained the phonics check pass mark in Y1 (6 Children, 1 targeted child didn't reach the threshold) There is a small gap in the performance of PP children and non PP in reading and writing. Outcomes in reception were as good as non-PP

B	Children who are in the pupil premium group but also with significant SEN make excellent progress from their starting points.	Parents and children are highly involved in their provision and contribute purposefully to reviews and planning. Children with SEN in the PP group make excellent progress over time from their starting points.	Typically children with SEN and PP made strong progress. There was a small gap between the progress of PP and non PP who have SEN, although there were only two children in this group.
C	The two PP children who didn't attain the expected standard at the end of Year 2 catch up in Writing and Mathematics with their peers in Year 3	Targeted PP children are working at the expected standard in Mathematics and Writing by the end of year 3.	All PP children were working at the expected standard or higher standard at the end of year 3 in reading, writing and mathematics.
D	Children's emotion health and behaviour is excellent	Attendance and punctuality among pupil premium children is excellent and no different from non-pupil premium nationally. PP children are resilient, have excellent attitudes to learning and are resilient when challenged.	Targeted children in receipt of counselling made excellent progress. The impact of work with one child in Year 5 has been excellent.
E	Pupils have growth mind-set and are positive, aspirational and confident about what they can achieve	PP children's books indicate that they have a growth mind-set, evaluate and reflect on work well. PP children participate fully and achieve very well in extra-curricular activities e.g. performing arts and sports.	Moderations of books indicate that disadvantaged children contribute purposefully to lesson evaluations, taking ownership of their own learning well.

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