

# **Pupil Premium Outcomes**

2015-21

## Results:

### Impact **July 2021** (end of Summer Term) analysis:

- There were no external assessments due to CV19.
- FFT teacher assessed results for PP children were excellent- see strategy document (above) for full breakdown.

### Impact: **July 2020** (end of Summer Term) analysis:

- There were no external assessments due to CV19.
- FFT teacher assessed results for PP children were positive. See PP strategy 2020-21 document (above) for full breakdown.

### Impact: **July 2019** (end of Summer Term) analysis:

- At the end of Key Stage 2 (2 children) **100% of children** receiving PP funding achieved the expected standard in **Maths** and **50%** in **Reading** and **Writing**. Fifty percent of the children also achieved 'Greater Depth' standard in writing.
- Provisional data suggests that mean progress for the PP children in Y6 was **Reading +1.5** (above average), **Writing + 6.5** (well above average), **Maths + 5.7** (well above average).
- Across the rest of Key Stage 2 (Y3-5) End of term data suggests that for the 12 children expected progress+: **Maths: 92%** **Reading: 92%** **Writing: 84%**
- At the end of Key Stage 1 (Y1-2) the number of pupils in receipt of disadvantaged funding was too small to publish results without identifying the children involved. Progress data across Y1-2 suggests that the vast majority of the children are making at least expected progress in reading, writing and maths.
- At the end of Early Years, progress data suggests that underlying progress was good from widely different starting points.

### Impact: **July 2018** (end of Summer Term) analysis:

- At the end of Key Stage 2 **100% of children receiving PP funding achieved the expected standard in Reading, Writing and Maths**. 33% of children also achieved 'Greater Depth' standard in Reading.
- Provisional data suggests that mean progress for the non-mobile children in Y6 was above average (+1.4) in reading, well above average (+3.0) in Maths and average (-0.3) in writing.
- Across the rest of Key Stage 2 (Y3-5) End of term data suggests that **91% of children are making expected or better than expected progress in reading, writing and maths**. Attainment data suggests that 64% are working at nationally expected levels in reading and 55% in writing and maths. (There is a very high coincidence of SEND (70%) in this group)
- At the end of Key Stage 1 (Y1-2) the number of pupils in receipt of disadvantaged funding was too small to publish results without identifying the

children involved. Progress data across Y1-2 suggests that all of the children are making at least expected progress in reading, writing and maths.

- At the end of Early Years the number of pupils in receipt of disadvantaged funding was too small to publish results without identifying the children involved. Progress data across Early years however suggests that **a high proportion of the children made rapid progress from their starting points** in both prime and specific areas of learning.

**Impact: July 2017 (end of Summer Term) analysis:**

- At the end of KS2 (Y6), the number of pupils in receipt of disadvantaged funding was too small to publish results without identifying the children involved.
- Across KS2 (Y3-6), internal tracking data suggests that the vast majority of disadvantaged children are making expected or better than expected progress. **Current projections suggest that the % of disadvantaged children on track to achieve the national 'expected standard' at the end of KS2 is reading: 63%; writing: 63% and maths 63% (8 children).**
- Across and at the end of KS1 (Y1-2), the very small group of disadvantaged children had all made at least expected progress from their different starting points.
- At the end of Foundation stage (YR), the progress was excellent for the extremely small number of disadvantaged children in the cohort. All achieved a 'Good Level of Development'.

**Impact: July 2016 (end of Summer Term) analysis:**

- At the end of KS2 (Y6), **disadvantaged children made value added progress of 7.1 reading, 10.2 writing and 5.4 maths.** This is well above the national average for all children.
- Across KS2 (Y3-5), internal tracking data suggests that the vast majority of disadvantaged children are making expected or better than expected progress. **Current projections suggest that the % of disadvantaged children on track to achieve the national 'expected standard' at the end of KS2 is reading: 83%; writing: 68% and maths 68% (6 children).**
- Across and at the end of KS1 (Y1-2), the very small group of disadvantaged children had all made at least expected progress from their different starting points.
- At the end of Foundation stage (YR), the progress was excellent for the extremely small number of disadvantaged children in the cohort particularly in 'prime' areas.

**Impact: July 2015 (end of Summer Term) analysis indicates:**

- At the end of KS2, disadvantaged children made an average points gain >14.3 in maths, reading and writing for the time they were at the school. This was slightly higher on average than the rest of the cohort. 100% made at least expected progress (2 levels). 75% achieved at level 4 or above in Maths and Reading.
- At the end of KS1, disadvantaged children made progress that was better than Ofsted (July'15) definitions of 'expected progress' in Maths, Reading and writing, narrowing the attainment gap from EYFS baseline and end of EYFS. 100% of PP Year 2 children attained at least a level 2 in Maths and Reading, and only 1 PP child did not attain at least a level 2 in Reading
- Current tracking of disadvantaged children without 'levels' suggests that at KS2 89% and at KS1 100% of children are on track to reach end of key stage outcomes which indicate good or better progress from the previous key stage.