

Pupil Premium Data Summer 2 2017

Year R 16 PP pupils, 31 non-PP

Attainment

	GLD
PP	88% GLD+
Non PP	81% GLD+

Progress

	GLD
PP	+5.1
Non PP	+5.5

In Year R PP pupils outperformed non-PP pupils with more PP pupils achieving GLD. In YR there was a third teacher model in place. Data proves that increasing the number of qualified teachers is effective and this model has been embraced across the school for the new academic year.

Year 1 16 PP pupils, 42 non-PP

Attainment

	Reading	Writing	Maths
PP	100% At+	63% At+	75% At+
Non PP	71% At+	52% At+	74% At+

Progress

	Reading	Writing	Maths
PP	+1.0	-0.4	+0.5
Non PP	+0.8	-0.2	+0.8

Attainment is higher for PP pupils across all subjects. Progress is slightly lower for PP pupils in writing and maths. It is worth noting that there is a large difference between the number of PP and non-PP pupils. However the difference between progress is not substantial. Intensive reading boosters were run before school and impact in reading is clear.

Year 2 25 PP pupils, 31 non-PP

Attainment

	Reading	Writing	Maths
PP	76% At+	64% At+	80% At+
Non PP	61% At+	58% At+	65% At+

Progress

	Reading	Writing	Maths
PP	+0.8	+0.5	+0.9
Non PP	+0.7	+0.7	+0.8

In Year 2 pp pupils outperformed non-pp pupils in all subjects for both attainment and progress. Interventions in this year group were intensive and they also benefitted from morning boosters. In the summer term there was a third teacher which boosted progress and attainment for pupils particularly in maths.

Year 3 31 PP pupils, 28 non-PP

Attainment

	Reading	Writing	Maths
PP	87% At+	63% At+	75% At+
Non PP	79% At+	52% At+	74% At+

Progress

	Reading	Writing	Maths
PP	+0.2	-0.4	+0.5
Non PP	+0.3	-0.2	+0.8

In Year 3 PP pupils outperformed non-PP pupils in all subjects for attainment and for progress in reading. Progress was broadly similar.

Year 4 26 PP pupils, 34 non-PP

Attainment

	Reading	Writing	Maths
PP	73% At+	69% At+	88% At+
Non PP	76% At+	65% At+	79% At+

Progress

	Reading	Writing	Maths
PP	+0.3	+0.3	+0.6
Non PP	+0.3	+0.3	+0.8

In Year 4 PP pupils outperformed non-PP pupils in maths and writing for attainment, reading attainment was broadly similar. Progress was broadly similar for all subjects. Year 4 had TA led intervention with a specific maths focus. It is clear from data that this had impact.

Year 5 34 PP pupils, 24 non-PP

Attainment

	Reading	Writing	Maths
PP	74% At+	68% At+	74% At+
Non PP	79% At+	71% At+	75% At+

Progress

	Reading	Writing	Maths
PP	+0.4	+0.5	+0.6
Non PP	+0.8	+0.8	+0.7

In Year 5 non-PP pupils outperformed PP pupils in all subjects for attainment although only by a small percentage in writing and maths. Progress was broadly similar in maths with a bigger progress gap in reading and writing. Year 5 had TA led interventions, this year all interventions will be led by a qualified teacher as research has proven this to be more effective.

Year 6 36 PP pupils, 20 non-PP

Attainment

	Reading	Writing	Maths
PP	67% At+	94% At+	81% At+
Non PP	60% At+	70% At+	55% At+

Progress

	Reading	Writing	Maths
PP	+0.7	+1.1	+0.4
Non PP	+0.8	+1.4	+0.7

In Year 6 PP pupils outperformed non-PP pupils in all subjects for attainment. Although non-PP pupils made more progress it is worth noting that there were 36 PP pupils compared to 24 non-PP. Year 6 benefitted from intense interventions led by qualified teachers in all subjects. Data makes it clear that this is an effective strategy.