



# Pupil Premium Report, September 2019

## Pupil Premium allocations, April 2019-April 2020

For detailed information regarding the level of PP funding received by our school and the expenditure of the PP budget see the expenditure plan.

Financial year Commencing April 2019	
Total Number of pupils eligible for PPG	225
Amount of PPG received per pupil	£1,320
Pupil Premium Allocation received financial year 2019-2020	£295,680

## The number of pupils eligible for Pupil Premium in each cohort (As of July 2019):

Year Group	% of Pupils	Number of Children
Reception	42%	25/60
Year 1	53%	32/60
Year 2	48%	29/60
Year 3	53%	32/60
Year 4	41%	28/62
Year 5	53%	34/64
Year 6	75%	45/60

## Academic Year Sept 18 - July 19, Pupil Premium data evaluation

Stat Sheffield is used to monitor and track progress and attainment. This identifies children who are not meeting Age Related Expectations (ARE) and those who are not making adequate progress. The system ensures that timely interventions are put in place to remove barriers to learning for eligible pupils, raising their attainment and ensuring that all children, regardless of their background, can achieve to their full potential. With this in mind, interventions have been closely monitored by the Pupil Premium Lead and the impact shared with all staff. (Based on July 2019 data).

## This report provides information on the following:

- The attainment of the pupils who attract the funding
- The progress made by these pupils
- The gap in attainment between disadvantaged pupils and their peers.

## Reception - 60 pupils

% of children who achieved GLD at the end of the academic year 2018-19	
X PP	PP
77%	64%
At the end of this academic year non PP pupils out performed PP pupils by 13%. However, PP children still outperformed LA and national figures for 2019.	

**Impact – There has been a (6%) decrease in PP children achieving GLD from the previous year where 70% of PP children achieved GLD. Non PP children also outperformed PP children highlighting a significant 13% gap at the end of this academic year.**

## Year 1 – 60 Pupils

	2017-18		2018-19		2 Year Impact
	PP	XPP	PP	XPP	
<b>Reading</b>	66%	69%	83%	61%	PP children now performing better in reading.  % of PP children achieving ARE has risen by 17% in comparison to previous year
	xPP outperformed PP by 3%		PP outperformed XPP by 22%		
<b>Writing</b>	63%	66%	74%	64%	PP children now performing better in writing.  % of pp children achieving ARE has risen by 11% in comparison to previous year.
	XPP outperformed PP by 3%		PP outperformed XPP by 10%		
<b>Maths</b>	53%	76%	78%	58%	PP children now performing better in maths.  % of pp children achieving ARE has risen by 25% in comparison to previous year.

- Disadvantaged pupils are slightly outperforming all other pupils in core subjects.
- Two disadvantaged pupils have moved to schools with more specialist SEND provision.

## Year 2 – 58 pupils

	2017-18		2018-19		2 Year Impact
	PP	XPP	PP	XPP	
<b>Reading</b>	64%	72%	73%	81%	
	xPP outperformed PP by 8%		xPP outperformed PP by 8%		XPP children are performing better in Reading  % of PP achieving ARE risen by 9% in relation to previous year.
<b>Writing</b>	57%	63%	69%	78%	
	xPP outperformed PP by 6%		xPP outperformed PP by 9%		XPP children are performing better in Writing.  % of PP achieving ARE risen by 12% in relation to previous year.
<b>Maths</b>	69%	78%	69%	75%	
	xPP outperformed PP by 9%		XPP children are outperforming PP children by 6%		XPP children are performing better in maths.  % of PP achieving ARE remains the same.

- All other pupils are outperforming Disadvantaged pupils in core subjects.
- The gap is becoming less significant.
- One Disadvantaged pupil has left the school this year.

## Year 3 – 60 Pupils

	2017-18		2018-19		2 Year Impact
	PP	XPP	PP	XPP	
<b>Reading</b>	73%	76%	61%	62%	
	xPP outperforming PP by 3%		xPP outperforming PP by 1%		XPP children are slightly performing better in Reading  % of PP achieving ARE has decreased by 12% in relation to

					previous year.
<b>Writing</b>	68%	76%	64%	69%	
	xPP outperforming PP by 8%		xPP outperforming PP by 5%		XPP children are performing better in Writing  % of PP achieving ARE has decreased by 4% in relation to previous year.
<b>Maths</b>	73%	73%	64%	56%	
	Gap closed between PP and xPP		PP outperforming xPP by 8%		PP children are performing better in maths  % of PP achieving ARE has increased by 9% in relation to previous year.

- Disadvantaged are slightly outperforming All other pupils in Maths.
- One Disadvantaged pupil has left the school this year.

### Year 4 – 60 Pupils

	2017-18		2018-19		2 Year Impact
	PP	XPP	PP	XPP	
<b>Reading</b>	57%	52%	69%	67%	
	PP outperforming xPP by 5%		PP outperforming xPP by 2%		PP children are performing better in reading  % of PP achieving ARE has increased by 12% in relation to previous year.
<b>Writing</b>	50%	48%	69%	67%	
	PP outperforming xPP by 2%		PP outperforming xPP by 2%		PP children are performing better in writing  % of PP achieving ARE has increased by 19% in relation to previous year.
<b>Maths</b>	66%	59%	71%	69%	
	PP outperforming xPP by 7%		PP outperforming xPP by 2%		PP children are performing better in maths  % of PP achieving ARE has increased by 5% in

			relation to previous year.
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- Two disadvantaged pupils have left the school and one Disadvantaged pupil has joined the school this year.

### Year 5 – 58 Pupils

	2017-18		2018-19		2 Year Impact
	PP	XPP	PP	XPP	
<b>Reading</b>	56%	50%	72%	55%	
	PP outperforming xPP by 6%		PP outperforming xPP by 17%		PP children are performing better in reading  % of PP achieving ARE has increased by 16% in relation to previous year.
<b>Writing</b>	51%	56%	62%	52%	
	xPP outperforming PP by 5%		PP outperforming xPP by 10%		PP children are performing better in writing  % of PP achieving ARE has increased by 11% in relation to previous year.
<b>Maths</b>	54%	56%	59%	59%	
	xPP outperforming PP by 2%		PP performing in line with xPP by 6%		PP children are performing in line with XPP in maths  % of PP achieving ARE has increased by 5% in relation to previous year.

- Disadvantaged pupils performed well in this cohort.
- Three disadvantaged pupils have left the school and two have joined this year.

### Year 6 – 60 Pupils

	2017-18		2018-19		2 Year Impact
	PP	XPP	PP	XPP	
<b>Reading</b>	76%	75%	58%	60%	
	PP outperforming xPP by 1%		xPP outperforming PP by 2%		XPP children are performing better in

				Reading % of PP achieving ARE has decreased by 18% in relation to previous year.
<b>Writing</b>	76%	75%	65%	55%
	PP outperforming xPP by 1%	PP outperforming xPP by 10%		PP children are performing better in writing % of PP achieving ARE has decreased by 10% in relation to previous year.
<b>Maths</b>	82%	92%	62%	60%
	xPP outperforming PP by 10%	PP outperforming xPP by 2%		PP children are performing better in maths % of PP achieving ARE has decreased by 20% in relation to previous year.

- The gap between Disadvantaged pupils and All other pupils in this cohort is not significant.
- Two Disadvantaged pupils have left the school and two have joined this year.
  
- There has been a significant rise in the attainment of PP children in all most year groups and in most subjects, with the exception of Year 2 and Reception.
- Whilst the gap remains between xPP and PP in some year groups, it is clear progress has been made.
- In year 1, 4 and 5, XPP children outperformed PP children in Reading, Writing and Maths.

### **Action Points for 2019-20**

Over the academic year 2019/20, we endeavour to continue to develop our tracking system, ensuring that all staff are fully aware of eligible children within their classes, making timely and effective provision to ensure that their progress and attainment data is in line with that of their peers. Ensuring that for pupils who are already on track, provision is made to extend their learning and to ensure that the barriers that may prevent our eligible pupils from achieving their full potential are tackled and removed. We will also engage in CPD, receiving the most up to date information about Pupil Premium, enabling us to develop our school systems and practices to ensure the raising of attainment of eligible pupils. We will also focus on SEND pupils and monitor rigorously to ensure specific strategies are consistent as well as review Wave 1 teaching continually through book trawls and learning walks.