

## Pupil Premium 2015-16 impact report

The Pupil Premium Grant is additional funding given to schools in England in order to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their peers. Eligibility for Free School Meals (FSM) is the main measure of deprivation.

We have high aspirations and ambitions for all of our children. Every child is special and unique. In school we ensure that appropriate provision is made for all pupils, including those who are socially disadvantaged and those who belong to a range of other vulnerable groups. We recognise that not all pupils who are eligible for FSM are socially disadvantaged. Equally, there are pupils who are not eligible for FSM but have significant barriers to learning opportunities. It is therefore important to use the PPG to support pupils who would benefit from the support this provides. Our key objective for the pupil premium funding is to accelerate progress and raise attainment for groups of pupils.

### *Pupil premium allocation for 2015- 2016*

2015-16
<b>£66,100</b>

The progress of groups of pupils has been taken into account when evaluating the outcomes for pupils. The progress of disadvantaged pupils has been compared with other pupils from the same starting points.

The analysis below is based on data provided in the RAISE online, the data dashboard and school profile 2016. Comparisons between the disadvantaged pupils in the school compared to other pupils nationally have also been made below.

#### *Overall evaluation*

The attainment of disadvantaged pupils within the school is at least in line with other pupils nationally at the end of Key Stage One (KS1). Disadvantaged pupils in the school in mathematics achieved higher than other pupils nationally. Disadvantaged pupils reaching a greater depth is also at least in line with other pupils. A higher percentage of disadvantaged pupils have achieved a greater depth at the end of KS1 in mathematics and writing compared to other pupils nationally. Disadvantaged pupils are making substantial and sustained progress over time from their starting points in the EYFS.

End of KS1 results 2016

<b>Reading</b>	School End of EYFS 2014 - At ARE	National End of EYFS 2014-	School End of EYFS - Exceeding	School End of Year 1 Phonics - 2015	National Year 1 Phonics-	School End of KS1 Working at	National End of KS1 Working at	School End of KS1 Greater depth	National End of KS1 Greater depth
All pupils	80%	74%	20%	81%	77%	81%	74%	44%	24%
Disadvantaged	83%	59%	28%	63%	66%	75%	78% National all other pupils	25%	27% National all other pupils
All other pupils (Non-disadvantaged)	80%	77%		83%	80%	82%		46%	

<b>Writing</b>	School End of EYFS 2014 - At ARE	National End of EYFS 2014-	School End of EYFS - Exceeding	School End of KS1 Working at	National End of KS1 Working at	School End of KS1 Greater depth	National End of KS1 Greater depth
All pupils	70%	65%	10%	78%	65%	39%	13%
Disadvantaged	67%	51%	14%	63%	70% National all other pupils	25%	16% National all other pupils
All other pupils (Non-disadvantaged)	70%	71%		79%		40%	

<b>Maths</b>	School End of EYFS 2014 - At ARE	National End of EYFS 2014-	School End of EYFS - Exceeding	School End of KS1 Working at	National End of KS1 Working at	School End of KS1 Greater depth	National End of KS1 Greater depth
All pupils	74%	74%	19%	86%	73%	43%	18%
Disadvantaged	67%	60%	14%	88%	77% National all other pupils	25%	20% National all other pupils
All other pupils (Non-disadvantaged)	75%	77%		85%		45%	

