



# Pupil Premium Strategy

2016/17



## William Stockton Primary School's Pupil Premium Profile

	2014/15	2015/16	2016/17
<b>Total number of pupils in the school</b>	292 Reception – Year 6 48 Nursery	240 Reception – Year 6 70 Nursery	<b>290 Reception – Year 6 40 Nursery</b>
<b>Number of PP-eligible pupils:</b>	127	160	<b>153</b>
<b>Amount per pupil:</b>	127 Ever 6 FSM x £1300.00 0 Looked After Children x £1900 0 Ever 5 Service x £300	158 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 2 Ever 5 Service x £300	<b>150 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 3 Ever 5 Service x £300</b>
<b>Total pupil premium budget:</b>	£165,100.00	£209,160.00	<b>£198,900.00</b>

## Evidence of school performance

### Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:

#### June 2014:

- (+) Pupils who are eligible for the pupil premium funding, including those eligible for free school meals, make good progress.
- (+) The gap in attainment between what they achieve and what other pupils in the school achieve in English and mathematics has narrowed to be just over half a year.
- (+) The school closely analyses the use of the pupil premium funding and is narrowing the gaps in attainment between eligible pupils and their peers.

### Summary of school's performance data:

#### Dashboard October 2016:

- (+) Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in mathematics.
- (+) The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

## Review of PPG Spending 2015 /16

Strategy and EEF Impact figure**	Outcomes and Impact	Continue (C) or Discontinue (D)
Assertive Mentoring Program (EEF +9 months)	<ul style="list-style-type: none"> <li>Worked well – pupils were aware of their targets and next steps</li> <li>Improved motivation.</li> <li>Improved accuracy in assessment and identification of gaps.</li> </ul>	C
Assertive Mentoring 1:1 TA sessions (EEF +9 months)	<ul style="list-style-type: none"> <li>Worked well – pupils were aware of their targets and enjoy their 1:1 sessions</li> <li>Improved motivation.</li> <li>Improved teaching of targets to eradicate identification of gaps.</li> </ul>	D <i>*Adapted to include LM and teachers</i>
TA's in Class (EEF +1 month)	<ul style="list-style-type: none"> <li>Worked well – pupils were aware of their targets</li> <li>Improved motivation.</li> <li>Improved accuracy in assessment and identification of gaps.</li> </ul>	C
Learning Mentor (EEF +4 months)	<ul style="list-style-type: none"> <li>Worked well – attendance and punctuality targeted</li> <li>Emotional wellbeing of vulnerable children and families targeted.</li> </ul>	C
Early Years Interventions (EEF +6 months)	<ul style="list-style-type: none"> <li>Some improvements seen, not as much as predicted in the EEF grade.</li> </ul>	D <i>*Adapted to early interventions, including catch up</i>
Collaborative Learning (Kagan) (EEF +5 months)	<ul style="list-style-type: none"> <li>Worked well – observations saw improvements in on task behaviour and engagement.</li> <li>Improved social skills and confidence</li> </ul>	C
Year 6 SATs Boosters (EEF +6 months)	<ul style="list-style-type: none"> <li>Worked well – pupils confidence and test stamina improved</li> <li>Improved motivation.</li> <li>Improved teaching of misconception and 'gaps' in learning addressed.</li> </ul>	

\*\* EEF = Education Endowment Foundation. This organisation summarises educational research from the UK and around the world to provide school leaders and teachers with guidance on how to best use and spend their resources to improve attainment for pupils. This is expressed in months gained.

## End of Key Stage Data – Three Year Trend

### Attainment Data from previous assessment system 2014/15

KS1	Writing				Reading				Maths			
	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average
PP	13.8	+0.1	15.0	+1.0	15.7	+0.7	16.0	+0.8	15.4	+0.4	17.0	+1.9
NON- PP	14.0	-1.6	15.3	-0.5	15.5	-1.5	15.7	-1.4	15.6	-1.1	16.7	-0.2
<b>DIFFERENCE</b>	<b>-0.2</b>		<b>-0.3</b>		<b>+0.2</b>		<b>+0.3</b>		<b>-0.2</b>		<b>+0.3</b>	

### Attainment Data from 2016 (ARE = Age Related Expectations)

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	70	+1%	7	-8%	74	-4%	11	-16%	70	-6%	15	-6%
Whole Cohort	76	+11%	15	+2%	78	+4%	22	-2%	76	+3%	24	+6%
<b>DIFFERENCE</b>	<b>-6%</b>		<b>-8%</b>		<b>-4%</b>		<b>-11%</b>		<b>-6%</b>		<b>-9%</b>	

Attainment Data from previous assessment system 2014/15

KS2	Writing				Reading				Maths			
	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average	RAISE 2014 (in School)	2014 National School Gap average	RAISE 2015 (in School)	2015 National School Gap average
PP	24.3	-4.3	27.5	-0.9	25.7	-4.0	27.3	-0.3	26.7	-3.1	30.3	+0.3
NON- PP	27.0	-1.6	27.0	-1.9	28.1	-1.6	27.0	-2.6	29.0	-0.5	31.0	+1.2
<b>DIFFERENCE</b>	<b>-2.7</b>		<b>+0.5</b>		<b>-2.4</b>		<b>+0.3</b>		<b>-2.3</b>		<b>-0.7</b>	

Attainment Data from 2016 (ARE = Age Related Expectations)

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	91	+12%	9	-9%	82	+10%	9	-14%	91	+15%	9	-11%
Whole Cohort	86	+12%	14	0%	61	-5%	7	-12%	93	+23%	4	-13%
<b>DIFFERENCE</b>	<b>+5%</b>		<b>-5%</b>		<b>+21%</b>		<b>-2%</b>		<b>-2%</b>		<b>+5%</b>	

KEY STAGE 2 - LA, MA and HA prior attainment 2016 (23 Non-PP pupils, 11 PP pupils)

	Writing											
	EXPECTED OR ABOVE						HIGH					
	All		Dis		All		Dis		All		Dis	
Cohort	28		11						28		11	
School %	86		91						14		9	
National %	74		71						15		18	
Difference%	12		12						0		-9	
	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	1	0	14	6	11	5	1	0	14	6	11	5
School %	0	-	86	83	100	100	0	-	7	0	27	20
National %	20	22	76	78	97	98	0	0	6	7	39	40
Difference%	-20	-	10	6	3	2	0	-	1	-7	-12	-20
Diff (n° pupils)	0	-	1	0	0	0	0	-	0	0	-1	-1

	Reading											
	EXPECTED OR ABOVE						HIGH					
	All		Dis		All		Dis		All		Dis	
Cohort	28		11						28		11	
School %	61		82						7		9	
National %	66		71						19		23	
Difference%	-5		11						-12		-14	
	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	1	0	14	6	11	5	1	0	14	6	11	5
School %	0	-	57	67	82	100	0	-	0	0	18	20
National %	17	18	63	67	95	96	1	1	10	11	46	49
Difference%	-17	-	-6	0	-13	4	-1	-	-10	-11	-28	-29
Diff (n° pupils)	0	-	0	0	-1	0	0	-	-1	0	-3	-1

Maths												
EXPECTED OR ABOVE						HIGH						
	All		Dis				All		Dis			
Cohort	28		11				28		11			
School %	93		91				4		9			
National %	70		75				17		20			
Difference%	23		15				-13		-11			
	Low		Middle		High		Low		Middle		High	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	1	0	14	6	11	5	1	0	14	6	11	5
School %	0	-	93	83	100	100	0	-	0	0	9	20
National %	19	21	68	71	97	97	1	1	7	8	43	45
Difference%	-19	-	25	12	3	3	-1	-	-7	-8	-34	-25
Diff (n° pupils)	0	-	3	0	0	0	0	-	-1	0	3	-1

\* Dis = Disadvantaged pupils (Pupil Premium)

Self Evaluation					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact

<p style="text-align: center;"><b>Improve attainment and progress for Higher Ability Pupil Premium in Reading, Writing and Maths</b></p>	<ul style="list-style-type: none"> <li>• Attendance / Punctuality</li> <li>• Reading and writing stamina</li> <li>• Mastery / Using and Applying Skills</li> <li>• Learning behaviour and emotions (disengagement / confidence / motivation / aspirations)</li> <li>• Reading at home</li> </ul>	<ul style="list-style-type: none"> <li>• Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations).</li> <li>• Greater depth of learning and application of skills across the subjects.</li> <li>• Pupils have knowledge of targets, next steps and how to achieve these.</li> </ul>	<ul style="list-style-type: none"> <li>• At least ARE in Reading, Writing and Maths to be achieved.</li> <li>• Expected / more than expected progress for PP to be at least inline with national figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater focus on Reading Comprehension across the curriculum.</li> <li>• Accelerated Reading</li> <li>• Specialist Maths Teacher</li> <li>• Cross-Curricular writing</li> <li>• 1:1 AM (Assertive Mentoring)</li> <li>• Catch up activities for children arriving late for school / absence</li> <li>• Targeted interventions, including pre and post teaching sessions.</li> <li>• Booster sessions in Years 2 and 6.</li> <li>• Cultural trips and extra curricular activities.</li> </ul>	<p><b>End of Autumn 2016:</b></p> <ul style="list-style-type: none"> <li>• In KS1 the percentage of pupils at ARE and above is already above the target for Reading and Maths. Writing is below the target and will be a focus during the Spring term.</li> <li>• In KS2 the percentage of pupils at ARE and above is well below the target set, less so for Year 3, and this will be addressed in Team meetings, staff meetings and teaching and learning reviews.</li> <li>• 66% of Pupil Premium pupils have made average progress, with 16% making more than average progress.</li> </ul> <p><b>End of Spring 2017:</b></p> <ul style="list-style-type: none"> <li>• In Reception the majority of Pupil Premium pupils are at ARE or above. Over half of the Pupil Premium pupils are above ARE in Reading and Maths. In writing nearly three quarters of the Pupil Premium pupils are above ARE. The team are now focussing on getting all of the Pupil Premium pupils to ARE and targeting pupils to achieve significantly above ARE.</li> <li>• In KS1 nearly all of the Pupil Premium pupils are at ARE or above. The team are now focussing on getting all the Pupil Premium pupils working at ARE to achieving above ARE.</li> <li>• In KS2 the percentage of Pupil Premium pupils at ARE and above is well below the target set, less so for Year 3, and this will continue to be addressed in Team meetings, staff meetings and teaching and learning reviews. There has been improvements since the end of Autumn and the gap in Writing has narrowed and there are examples of Pupil Premium pupils making more progress than non-Pupil Premium, especially in Maths,</li> <li>• 71% of Pupil Premium pupils have made average progress, with 29% making more than average progress.</li> </ul> <p><b>End of Summer 2017:</b></p> <ul style="list-style-type: none"> <li>• The attainment of Disadvantaged pupils in EYFS and KS1 shows that the majority of pupils achieve Age Related Expectations or above.</li> <li>• Focus for next year will be the proportion of pupils achieving above Age Related Expectations.</li> <li>• There is no significant difference in the progress of disadvantaged pupils compared to that of all other pupils in EYFS and KS1.</li> <li>• The attainment of Disadvantaged pupils in KS2 is an area that needs to be focussed on, particularly in the current Years 3 and 5.</li> <li>• In Years 3 and 5 there are larger group needs where provisions and interventions will target pupils with similar needs to fill the 'gaps' in learning. This, along with precision teaching, for the remainder of the year and in the Autumn term will work to fill the 'gaps' in learning and improve the amount of pupils achieving Age Related Expectations.</li> <li>• In Years 4 and 6 the cohort are between 8% and 2% behind target and so provision will be targeted at individual pupils to bring the pupils up to ARE during the remainder of the year (through precision teaching) and in the Autumn term.</li> <li>• There is no significant difference in the progress of Disadvantaged pupils and that of Non-Disadvantaged pupils.</li> </ul>
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<p><b>To diminish the difference in attainment and progress between PP and Non-PP pupils in Reading, Writing and Maths.</b></p>	<ul style="list-style-type: none"> <li>• Attendance / Punctuality</li> <li>• Reading and writing stamina</li> <li>• Mastery / Using and Applying Skills</li> <li>• Learning behaviour and emotions (disengagement / confidence / motivation / aspirations)</li> <li>• Reading at home</li> </ul>	<ul style="list-style-type: none"> <li>• Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations)</li> <li>• Pupils have knowledge of targets, next steps and how to achieve these.</li> </ul>	<ul style="list-style-type: none"> <li>• 85% pupils reach ARE in Reading, Writing and Maths.</li> <li>• Expected / more than expected progress for PP to be at least inline with national figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Reading</li> <li>• Specialist Maths Teacher</li> <li>• Cross-Curricular writing</li> <li>• 1:1 AM (Assertive Mentoring)</li> <li>• Catch up activities for children arriving late for school / absence</li> <li>• Targeted interventions, including pre and post teaching sessions.</li> <li>• Booster sessions in Years 2 and 6.</li> <li>• Cultural trips and extra curricular activities.</li> </ul>	<p><b>End of Autumn 2016:</b></p> <ul style="list-style-type: none"> <li>• KS1 show that there is no difference in attainment between disadvantaged and non-disadvantaged pupils in Reading and Maths. In Writing at KS1 the disadvantaged pupils slightly out performed the non-disadvantaged.</li> <li>• In KS2, the disadvantaged pupils are achieving less than the non-disadvantaged pupils, more so in Writing. This will be a target during the Spring term.</li> <li>• ARE and above figures and progress – see above.</li> </ul> <p><b>End of Spring 2017:</b></p> <ul style="list-style-type: none"> <li>• In Reception there is no significant difference in the achievement of Pupil Premium and non Pupil Premium pupils. The data does show that Pupil Premium are achieving less than non Pupil Premium but this is a negligible amount.</li> <li>• In KS1 there is no significant difference in the achievement of Pupil Premium and non Pupil Premium pupils. The data does show that Pupil Premium are achieving better than non Pupil Premium and the gap is increasing in favour of the Pupil Premium pupils.</li> <li>• In KS2 the gap has remained the same for Reading and Maths, with a slight improvement for Writing. The gap, which is less than a terms difference, will continue to be targeted and the team are looking at what has worked well with Maths to see if this can help to reduce the gap in other areas.</li> <li>• ARE and above figures and progress – see above.</li> </ul> <p><b>End of Summer 2017:</b></p> <ul style="list-style-type: none"> <li>• There is no significant difference in the attainment on Disadvantaged pupils with that of all pupils in writing.</li> <li>• For Reading, there is no significant difference in the attainment on Disadvantaged pupils with that of all pupils in EYFS and KS1. However in KS2 Reading will continue to be an area of focus for the school. Accelerated reader will be continued, Guided Reading a focus in Teaching and Learning reviews and also resources are continued to be reviewed and improved. Interventions will also be reviewed with bespoke interventions being created where needed.</li> <li>• For Maths, there is no significant difference in the attainment on Disadvantaged pupils with that of all pupils in EYFS and KS1. However in KS2 Maths is an area that now needs to be an area to focus on. The SLE will work closely with the maths team and KS2 teachers to ensure that provision and interventions are targeting gaps in learning and moving learning on. The SLT will monitor provision and teaching and learning to ensure impact.</li> </ul>
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<p align="center"><b>Summary of PPG Spending 2016 /17</b></p>						
<p><b>Strategy</b></p>	<p><b>Outcomes and success criteria</b></p>	<p><b>Owner</b></p>	<p><b>Cost per pupil</b></p>	<p><b>Total cost</b></p>	<p><b>* Continue 2017/18?</b></p>	
<p>Specialist Leader in Education – Maths Specialist Teacher.</p>	<ul style="list-style-type: none"> <li>• 85% ARE in Maths.</li> <li>• Greater progress and attainment of Higher Ability PP pupils to be at least inline with national figures.</li> <li>• Improved progress of PP pupils – diminishing differences between PP and non PP pupils</li> <li>• Improved teaching of basic skills</li> <li>• Reduced gaps in pupil learning</li> <li>• Improved focus and targets for pupils</li> <li>• Improved feedback</li> </ul>	<p>KB, SF, AJ</p>	<p>£130.72</p>	<p>£20,000.00 (Contribution to total cost)</p>	<p>Yes – <i>Review focus and target pupils</i></p>	
<p>Assertive Mentoring Program (EEF +9 months)</p>	<ul style="list-style-type: none"> <li>• 85% ARE in Reading, Writing and Maths.</li> <li>• Improved progress of PP pupils – closing the gap between PP and non PP pupils</li> <li>• Improved teaching of basic skills</li> <li>• Improved focus and targets for pupils</li> <li>• Improved feedback (1:1)</li> </ul>	<p>DA, KM, KB, SF, SH</p>	<p>£58.82</p>	<p>£9,000.00</p>	<p>Yes – <i>Review level of funding</i></p>	
<p>1:1 sessions, including Reading (EEF +9 months)</p>	<ul style="list-style-type: none"> <li>• 85% ARE in Reading</li> <li>• Improved abilities and effectiveness with reading comprehension activities</li> <li>• Improved progress of PP pupils – diminishing differences between PP and non PP pupils</li> <li>• Improved focus work on pupils targets</li> </ul>	<p>KM, KB, SF,</p>	<p>£200.00</p>	<p>£30,000.00</p>	<p>Yes – <i>Reading AND MATHS</i></p>	

Learning Mentor (EEF +4 months)	<ul style="list-style-type: none"> <li>85% ARE in Reading, Writing and Maths.</li> <li>Improved progress of PP pupils – diminishing differences between PP and non PP pupils</li> <li>Improved attendance and punctuality</li> <li>Improved emotional wellbeing and confidence</li> <li>Improved feedback and target work (1:1)</li> </ul>	JB	£130.72	£20,000.00 (Contribution to total cost)	Yes – Review focus and target pupils
TA's in Class (EEF +1 month)	<ul style="list-style-type: none"> <li>85% ARE in Reading, Writing and Maths.</li> <li>Improved progress of PP pupils – closing the gap between PP and non PP pupils</li> <li>Improved support during lessons / targeted intervention / target work</li> </ul>	KM, KB, SF	£653.59	£100,000.00	Yes
Catch up sessions for lateness / absences (EEF +6 months)	<ul style="list-style-type: none"> <li>85% ARE in Reading, Writing and Maths.</li> <li>Improved progress of PP pupils – diminishing differences between PP and non PP pupils</li> <li>Reduce gaps in pupils learning due to missed learning</li> <li>Pre and post teaching activities allowing pupils to access more learning</li> </ul>	KM, KB, SF	£65.36	£10,000.00	Yes
Subsidised trips, Residential and extra curricular activities (EEF +3 months)	<ul style="list-style-type: none"> <li>Improved knowledge and understanding of the world around them</li> <li>Increased aspirations and understanding of opportunities available to them.</li> <li>Increased confidence and social skills.</li> <li>Improved independence.</li> </ul>	MA, DA	£65.36	£10,000.00	Yes – Review level of subsidy
Collaborative Learning (Kagan) (EEF +5 months)	<ul style="list-style-type: none"> <li>85% ARE in Reading, Writing and Maths.</li> <li>Improved progress of PP pupils – closing the gap between PP and non PP pupils</li> <li>Improved learning behaviour, motivation and on-task behaviour</li> <li>Improved social skills and confidence</li> </ul>	SF (and TLs)	£9.15	£1,400.00	Yes
Forrest School Sessions – 12 HA Year 5 and 6 PP pupils (EEF + 3 Months)	<ul style="list-style-type: none"> <li>Improved resilience, confidence, independence and creativity of higher ability PP pupils leading to: <ul style="list-style-type: none"> <li>85% ARE in Reading, Writing and Maths.</li> <li>Greater progress and attainment of Higher Ability PP pupils to be at least inline with national figures.</li> <li>Improved progress of PP pupils – diminishing differences between PP and non PP pupils</li> <li>PP pupils to make at least expected progress from KS1 to KS2</li> <li>Improved focus an motivation</li> </ul> </li> </ul>	DA, KM	£41.67	£500.00	No
<b>Total pupil premium expenditure:</b>				<b>£198,900.00</b>	

\* This is a recommendation at this stage. The allocation of PPG will be reviewed in Autumn 1. More areas may be identified and level of spend will be set.

## PUPIL PREMIUM GAP ANALYSIS, recorded in ATP (Average Tracker Points).

WRITING	Reception Baseline	Final ATS 2016 KS1	Final ATS 2016 KS1	ATP Autumn End 2016			ATP Spring End 2017			ATP Summer End 2017		
				Reception	KS1	KS2	Reception	KS1	KS2	Reception	KS1	KS2
PP	5.9	14.0	26.0	7.6	11.4	18.2	8.4	12.5	19.4	9.2	13.5	20.9
NON- PP	5.8	14.9	26.8	7.4	11.3	19.4	8.5	12.3	19.9	9.3	13.3	21.3
<b>DIFFERENCE</b>	<b>+0.1</b>	<b>-0.9</b>	<b>-0.8</b>	<b>+0.2</b>	<b>+0.1</b>	<b>-1.2</b>	<b>-0.1</b>	<b>+0.2</b>	<b>-0.5</b>	<b>-0.1</b>	<b>+0.2</b>	<b>-0.4</b>

READING	Reception Baseline	Final ATS 2016 KS1	Final ATS 2016 KS1	ATP Autumn End 2016			ATP Spring End 2017			ATP Summer End 2017		
				Reception	KS1	KS2	Reception	KS1	KS2	Reception	KS1	KS2
PP	5.3	14.5	26.4	6.9	11.5	18.5	8.1	12.7	19.7	8.9	13.5	21.0

NON- PP	5.2	15.4	26.9	6.8	11.5	19.2	8.3	12.6	20.4	9.1	13.5	21.6
<b>DIFFERENCE</b>	<b>+0.1</b>	<b>-0.9</b>	<b>-0.5</b>	<b>+0.1</b>	<b>0</b>	<b>-0.7</b>	<b>-0.2</b>	<b>+0.1</b>	<b>-0.7</b>	<b>-0.2</b>	<b>0</b>	<b>-0.6</b>

MATHS	Reception Baseline	Final ATS 2016 KS1	Final ATS 2016 KS1	ATP Autumn End 2016			ATP Spring End 2017			ATP Summer End 2017		
				Reception	KS1	KS2	Reception	KS1	KS2	Reception	KS1	KS2
PP	5.4	14.1	27.0	6.9	11.5	18.5	8.1	12.5	19.6	8.9	13.6	20.8
NON- PP	5.6	15.6	26.9	7.3	11.5	19.4	8.2	12.5	20.5	9.1	13.5	21.9
<b>DIFFERENCE</b>	<b>-0.2</b>	<b>-1.5</b>	<b>+0.1</b>	<b>-0.4</b>	<b>0</b>	<b>-0.9</b>	<b>-0.1</b>	<b>+0.1</b>	<b>-0.9</b>	<b>-0.2</b>	<b>+0.1</b>	<b>-1.1</b>

### End of Summer Term 2017 Average tracker Points Progress

	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reception	<b>+3.7</b>	+3.8	<b>+3.2</b>	+3.4	<b>+3.5</b>	+3.6
Year 1	<b>+2.7</b>	+2.6	<b>+2.5</b>	+2.5	<b>+2.7</b>	+2.7
Year 2	<b>+3.1</b>	+3.3	<b>+3.3</b>	+3.2	<b>+3.5</b>	+3.3
Year 3	<b>+2.8</b>	+3.4	<b>+2.7</b>	+4.1	<b>+2.3</b>	+3.8
Year 4	<b>+4.1</b>	+3.2	<b>+4.7</b>	+3.6	<b>+3.7</b>	+3.4
Year 5	<b>+3.2</b>	+3.2	<b>+3.2</b>	+3.4	<b>+2.5</b>	+2.8
Year 6	<b>+3.8</b>	+3.4	<b>+3.9</b>	+4.1	<b>+3.7</b>	+4.1

### Pupil Premium Attainment Range Per Year (End of Summer 2017)

Reception (FSM) (18)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0%	28%	61%	11%	0%	72%
Writing	0%	16%	67%	17%	0%	84%
Maths: Numbers	0%	28%	61%	11%	0%	72%

KS1:



Year 1 (13)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0%	8%	69%	23%	0%	92%
Writing	0%	8%	77%	15%	0%	92%
Maths	0%	8%	69%	23%	0%	92%

Year 2 (14)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	0%	21%	72%	7%	0%	79%
Writing	0%	14%	79%	7%	0%	86%
Maths	0%	7%	86%	7%	0%	93%

#### LKS2:

Year 3 (20)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	7%	21%	57%	15%	0%	72%
Writing	14%	29%	50%	7%	0%	57%
Maths	14%	57%	22%	7%	0%	29%

Year 4 (18)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	11%	22%	56%	11%	0%	67%
Writing	11%	22%	56%	11%	0%	67%
Maths	11%	17%	61%	11%	0%	72%

#### UKS2:

Year 5 (13)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	15%	39%	23%	23%	0%	46%
Writing	31%	22%	39%	8%	0%	47%
Maths	39%	22%	39%	0%	0%	39%

Year 6 (15)	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
Reading	20%	7%	60%	13%	0%	73%
Writing	20%	13%	54%	13%	0%	67%
Maths	20%	13%	67%	0%	0%	67%

## Review of Impact (process)

- Senior Leadership Team (SLT) monitor PP using Pupil Tracker Online.
- Weekly team meetings – SLT and Teachers monitor progress, share good practice and raise concerns.
- Data analysis – Every 6 weeks, teachers input Assertive Mentoring data and Teacher Assessments into Student Pupil Tracker (school data system). DA and TLs analyse the data to identify areas of strengths and weaknesses, identifying progress, attainment, gaps and groups. This feeds into staff meetings and team meetings to plan next steps.
- Senior Leadership Team (SLT) regularly scrutinize planning, work and lessons to ensure quality provision.
- Staff appraisal targets linked to progress.
- Weekly SLT meetings, making decisions according to our SOS principles of 'What works well we do more of, what doesn't work well we'll stop / change'
- Link Governor for PP and governors are informed at Full Governor Body meetings.