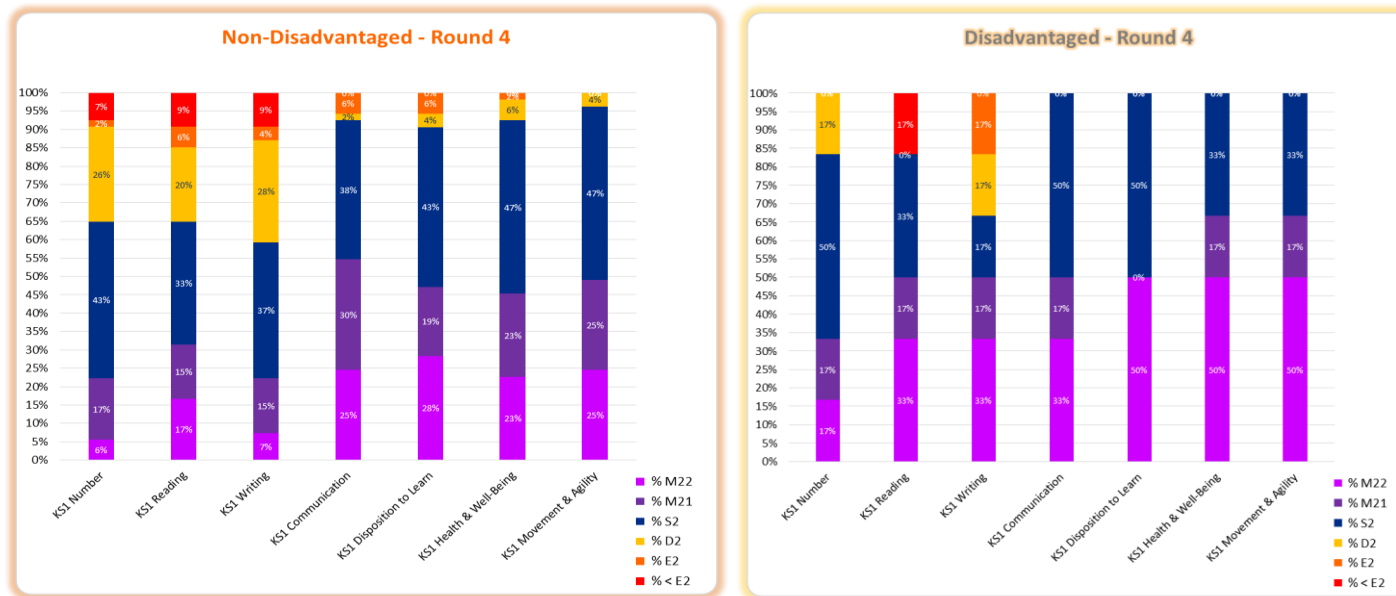


## Pupil Premium Data Analysis 2015-16

### Headlines from assessment data 2015 / 16

#### End of Key Stage 1 – Teacher Assessment (Attainment)



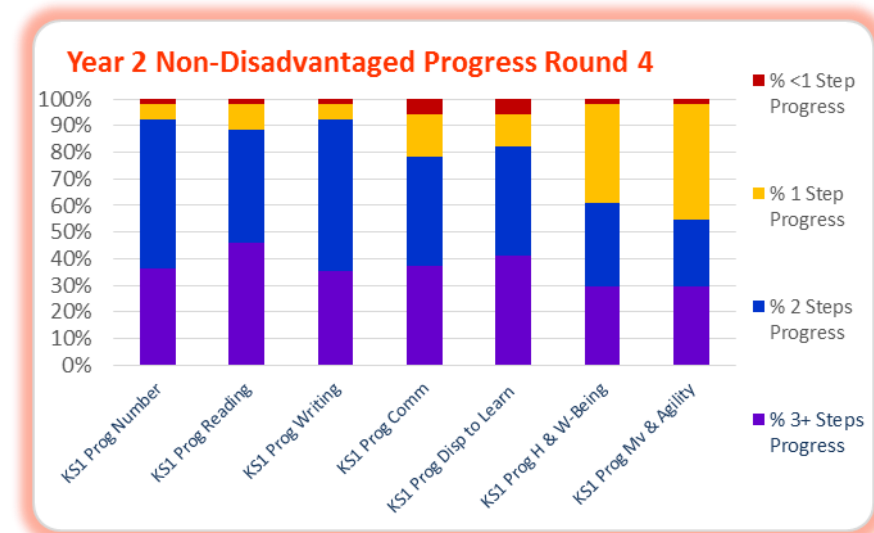
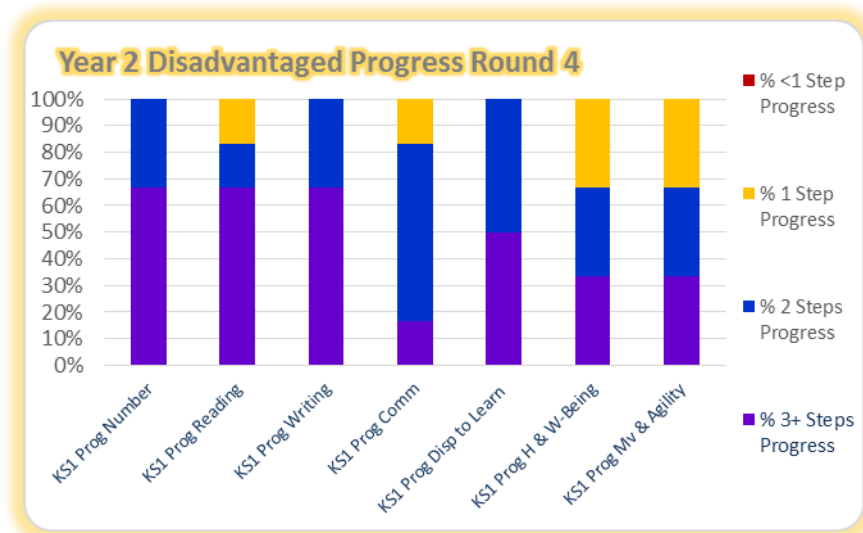
#### What is this data telling us?

Children in receipt of Pupil Premium attain higher in Maths and Reading with a slight gap in writing. Given that children in receipt of Pupil Premium in Year 2 are disproportionately SEND, we are happy that these figures justify the spending of our Pupil Premium money this year.

#### Ofsted

‘The attainment of almost all groups of pupils is broadly in line with national averages ...’ (Outcomes for Children – Outstanding descriptor, pg. 57)

## End of Key Stage 1 – Progress



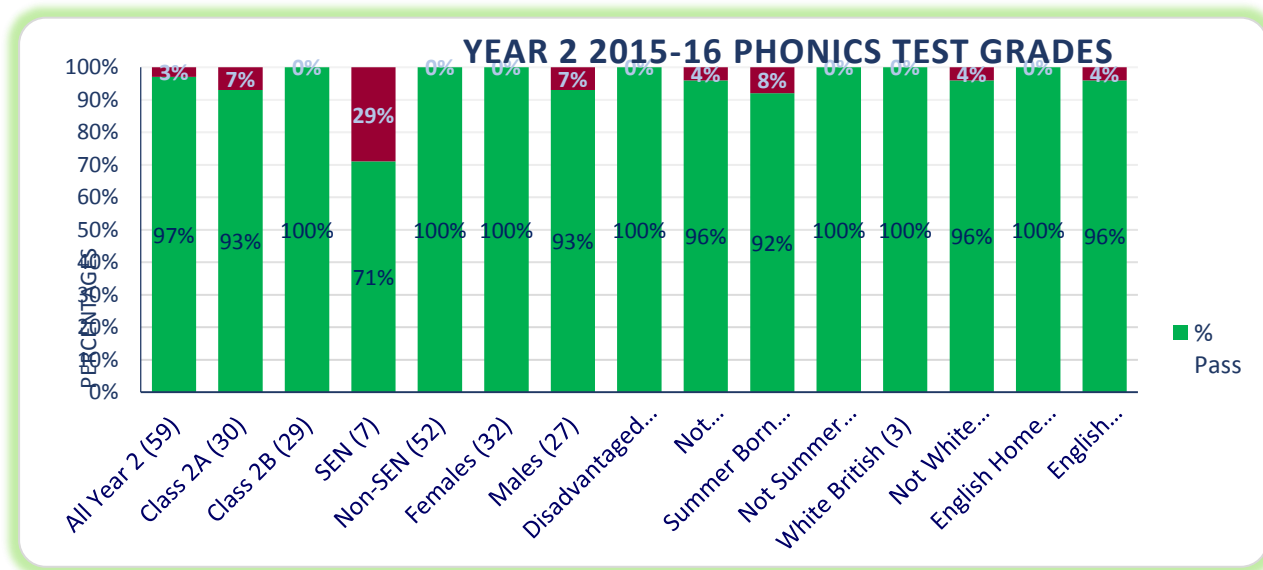
### What is this data telling us?

A significant proportion of disadvantaged children make accelerated progress in reading, writing and maths. A larger percentage of disadvantaged children are making accelerated progress in comparison with non-disadvantaged children in these areas of the curriculum.

### Ofsted

‘The progress across the curriculum of disadvantaged pupils ... currently on role matches or is improving towards that of other pupils with the same starting points’ (Outcomes for Children – Outstanding descriptor, pg. 57).

**Year 2 Phonics Screening Test Resists -**



All disadvantaged children passed their phonics screening test re-sit in 2016. 40% of this group of children passed first time round in Year 1 (2014-15).

Year	% Yr 1 Passing Phonics Test			% Yr 1 FSM Passing Phonics Test		
	DAA	National	Variance	DAA	National	Variance
2015	82	76	+6	40	61	-21
2016	81	81	0	64	81	-17

### Year 1 Phonics Screening Test 2016

24% more disadvantaged children passed the phonics screening test in 2016 than in 2015. Also in the 2015 Year 1 cohort 30% of our disadvantaged children also have SEN. When removing these children from the figures, disadvantaged children achieve in line

with all.

### What is this data telling us?

Children enter Reception below age typical with significant weaknesses in core areas, especially the Prime Areas of Learning.

Almost all children make accelerated progress in the Prime Areas from these low starting points. Accelerated progress is also evident across the specific areas of learning.

The progress of disadvantaged children is in line with the progress of non-disadvantaged children.

### Progress by Disadvantaged (FSM) Reception 2015-16

FSM	MR	SCSA	MFB	L	U	S	M+H	H+SC	R	W	N	SSM	P+C	W	T	EAD	BI
Accelerated	100%	100%	100%	100%	100%	92%	92%	92%	100%	75%	100%	100%	92%	100%	100%	100%	92%
Expected	0%	0%	0%	0%	0%	8%	8%	8%	0%	25%	0%	0%	8%	0%	0%	0%	8%
Slowed	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

All	MR	SCSA	MFB	L	U	S	M+H	H+SC	R	W	N	SSM	P+C	W	T	EAD	BI
Accelerated	98%	97%	98%	97%	98%	97%	95%	93%	85%	72%	97%	92%	97%	97%	100%	100%	95%
Expected	2%	3%	2%	3%	2%	3%	5%	7%	10%	25%	3%	8%	2%	2%	0%	0%	5%
Slowed	0%	0%	0%	0%	0%	0%	0%	0%	5%	3%	0%	0%	2%	2%	0%	0%	0%

### Ofsted

‘Children make consistently high rates of progress in relation to their starting points and are extremely well prepared for the next stage of their education (EYFS Inspection Handbook – Outcomes for Children Outstanding Descriptor pg. 44).

‘Almost all children in the provision ... who receive additional funding ... are making substantial and sustained progress that leads to outstanding achievement (EYFS Inspection Handbook – Outcomes for Children Outstanding

**Cycle 1 2016 / 17 Attendance Data – Comparing Disadvantaged to all**

Row Labels	Average of % Present + AEA	Average of % Unauthorised absences	Average of % Unexplained absences	Average of % Late (both)
<b>Reception</b>	<b>95.3</b>	<b>1.2</b>	<b>0.1</b>	<b>0.5</b>
Non Disadvantaged	95.3	1.2	0.1	0.5
<b>Year 1</b>	<b>94.6</b>	<b>2.0</b>	<b>0.3</b>	<b>1.3</b>
Non Disadvantaged	95.0	1.7	0.3	1.1
Disadvantaged	93.1	3.5	0.0	1.8
<b>Year 2</b>	<b>95.9</b>	<b>2.1</b>	<b>0.2</b>	<b>0.8</b>
Non Disadvantaged	95.5	2.5	0.1	0.5
Disadvantaged	97.4	0.7	0.5	1.7
<b>Year 3</b>	<b>94.5</b>	<b>2.1</b>	<b>0.1</b>	<b>1.2</b>
Non Disadvantaged	94.1	2.4	0.1	1.1
Disadvantaged	96.5	0.0	0.0	2.1
<b>(blank)</b>				
(blank)				
<b>Grand Total</b>	<b>95.1</b>	<b>1.9</b>	<b>0.1</b>	<b>0.9</b>

In Years 2 and 3, the attendance of disadvantaged children is higher than all. In Year 1 there is a slight gap of 1.5%. This is being addressed through Attendance Panel Meetings in early November. Any further actions required will be formulated then.