

White Court School



Impact of Pupil Premium 2016-2017

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2016-2017

Pupil Premium 2016/2017	
Number of pupils eligible	63
Amount received per pupil	Service - £300 Looked After - £1,900 FSM - £1,300
Total Pupil Premium Grant received	£88,020

In the academic year 2016 – 2017, the focus of PPG spending was based on six key outcomes, aimed ultimately, to accelerate the progress in Literacy and Maths of PP children.

Key Outcomes:

- **Well-being support**

To support children to develop their emotional well-being in order to become ready to learn.

- **Targeted support**

Small group and one to one sessions aimed at closing the particular needs of children.

- **Enriching the curriculum**

To provide a range of opportunities for all children, regardless of their background.

To develop the children's environment into a rich learning environment.

- **Staff training**

To raise the profile of PP amongst staff.

To develop the High Quality teaching of staff.

- **Extending school support**

To offer support for the disadvantaged children in receipt of Pupil Premium funding.

- **Parental engagement**

To raise the profile of PP amongst parents and carers.

To develop the skills of parents and carers in order to support their children.

Steps Progress and Age Related Expectations in academic year 2016 – 2017:

Progress/Attainment of PP pupils is above the cohort	Progress/Attainment of PP pupils is equal to the cohort
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Year 1:

Steps Progress Autumn 1 – Summer 2	Reading	Writing	Maths
Cohort – 81	5.0	4.7	4.8
Non PP – 77	5.0	4.7	4.8
PP - 4	5.3	4.5	4.5
PP (non SEN) - 3	5.3	5.0	5.0

At or above Age Related Expectations	Reading	Writing	Maths
Cohort	86%	84%	86%
Non-PP	86%	84%	87%
PP	100%	75%	75%
PP (non SEN)	100%	100%	100%

The PP group made more progress in Reading than the Non-PP group (+0.3). In Writing and Maths the PP group were below the Non-PP group (-0.2 and -0.3). However, the PP Not SEN group made more progress in all areas (+0.3). In Reading a higher number of PP achieved ARE than the Non-PP group. However in Writing and Maths this was lower by 1 child. Taking into account SEN, the PP Non-SEN group all achieved ARE which was above the Non-PP group.

Year 2:

Steps Progress Autumn 1 – Summer 2	Reading	Writing	Maths
Cohort – 90	5.0	5.2	5.4
Non PP – 78	5.0	5.2	5.4
PP - 12	5.1	5.3	5.4
PP (non SEN) - 9	5.1	5.1	5.6

At or above Age Related Expectations	Reading	Writing	Maths
Cohort	86%	76%	82%
Non-PP	86%	78%	82%
PP	83%	58%	83%
PP (non SEN)	78%	67%	89%

In Year 2 the PP group made more progress than the Non-PP group in Reading and Writing, with equal progress in Maths. The percentage of the PP group at ARE was below the Non-PP group in Reading and Writing, although for Reading this gap was smaller. In Maths the PP group was above the Non-PP group, with the gap widening for the PP

not SEN group. Compared to the cohort's Year 1 data (see table below) there are less of the PP group at ARE for Reading and Writing, however some of this can be explained by the fluidity of the PP register, those children added in 2016-17.

Steps Progress Autumn 1 – Summer 2 (Year 1 – 2015/16)	Reading	Writing	Maths
Cohort – 87	6.4	6.3	6.3
Non PP – 78	6.4	6.3	6.3
PP - 9	6.7	6.4	6.4
PP (non SEN) - 7	6.4	6.6	6.6

At or above Age Related Expectations (Year 1 – 2015/16)	Reading	Writing	Maths
Non-PP	83%	80%	83%
PP	89%	89%	89%

Year 3:

Steps Progress Autumn 1 – Summer 2	Reading	Writing	Maths
Cohort – 89	4.7	4.9	4.6
Non PP – 78	4.7	4.9	4.6
PP - 11	4.2	5.0	4.5
PP (non SEN) - 6	4.3	5.2	4.7

At or above Age Related Expectations	Reading	Writing	Maths
Cohort	84%	79%	84%
Non-PP	89%	81%	87%
PP	55%	64%	55%
PP (non SEN)	100%	100%	83%

The progress made by the PP group exceeded the Non-PP group in Writing, with a small difference in Maths (-0.1). The difference in Reading was greater at -0.5.

In all areas, the number of children achieving ARE was below the Non-PP cohort. However, when removing the SEN children, the number of children achieving ARE was much higher, with 100% achieving ARE in Reading and Writing. The percentage of PP children achieving ARE in Maths increased since the group were in Year 2, closing the gap in this area from 33% (Year 2) to 55% (Year 3). In Writing the gap remained similar (64% compared to 67% the previous year). There was a more significant decrease in Reading (67% compared to 55% in 2017. However, taking the PP Non-SEN group into account was 100% at ARE).

Steps Progress Autumn 1 – Summer 2 (Year 2 – 2015/16)	Reading	Writing	Maths
Cohort - 86	5.0	5.0	5.3
Non PP - 77	5.1	4.9	5.4
PP - 9	4.4	5.6	4.8
PP (non SEN) - 7	5.0	5.7	5.0

At or above Age Related Expectations (Year 2 – 2015/16)	Reading	Writing	Maths
Non-PP	79%	69%	81%
PP	67%	67%	33%

Year 4:

Steps Progress Autumn 1 – Summer 2	Reading	Writing	Maths
Cohort – 90	4.7	4.8	4.5
Non PP – 82	4.8	4.8	4.6
PP - 8	3.9	4.1	3.6
PP (non SEN) - 4	4.8	4.8	4.8

At or above Age Related Expectations	Reading	Writing	Maths
Cohort	73%	67%	73%
Non-PP	74%	70%	77%
PP	63%	38%	38%
PP (non SEN)	100%	75%	75%

In Year 4, the PP group made less progress than the Non-PP group. However, taking into account the SEN children who are also PP, the progress of the PP non SEN group was above or equal to the Non-PP cohort in all areas. The percentage of PP children achieving ARE was below the Non-PP group in all areas, however, compared to their attainment the previous year, the gap has closed in all areas (50% to 63% in Reading, 17% to 38% in Writing and 33% to 38% in Maths). Therefore, their gap has closed, although not enough to be in line with the Non-PP group. If this trend continues the number of children achieving A.R.E. will continue to close in the future.

Steps Progress Autumn 1 – Summer 2 (Year 3 – 2015/16)	Reading	Writing	Maths
Cohort - 90	5.3	4.8	5.1
Non PP – 82	5.3	4.7	5.0
PP - 6	5.2	5.7	7.0
PP (non SEN) - 3	5.7	5.7	7.3

At or above Age Related Expectations	Reading	Writing	Maths
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(Year 3 – 2015/16)			
Non-PP	78%	69%	81%
PP	50%	17%	33%

Year 5:

Steps Progress Autumn 1 – Summer 2	Reading	Writing	Maths
Cohort – 90	5.4	5.4	5.6
Non PP – 79	5.4	5.4	5.7
PP - 11	5.1	5.7	5.0
PP (non SEN) - 8	5.9	6.4	5.5

At or above Age Related Expectations	Reading	Writing	Maths
Cohort	74%	73%	76%
Non-PP	76%	73%	75%
PP	64%	73%	82%
PP (non SEN)	75%	88%	88%

In Year 5, the PP group made less progress than the non-PP group in Reading (-0.3) and Maths (-0.6). In Writing their progress exceeded the Non-PP group (+0.3). The PP group who were not SEN exceeded the Non-PP group's progress in Reading and Writing, with a smaller gap for Maths.

The PP group achieving ARE was above the Non-PP group in Maths (+7%), equal in Writing but below in Reading (-10%). Compared to the previous academic year, the PP group made more progress than when they were in Year 4, which demonstrates there are closing their gaps. The number of PP children achieving ARE has also greatly increased compared to their Year 4 end of year ARE (Reading 40% to 64%, Writing 30% to 73% and Maths 70% to 82%).

Steps Progress Autumn 1 – Summer 2 (Year 4 – 2015/16)	Reading	Writing	Maths
Cohort – 90	3.8	5.1	4.6
Non PP – 79	3.9	5.2	4.5
PP - 11	3.3	4.6	4.7
PP (non SEN) - 9	4.0	5.4	5.3

At or above Age Related Expectations (Year 4 – 2015/16)	Reading	Writing	Maths
Non-PP	66%	71%	67%
PP	40%	30%	70%

Year 6:

Steps Progress Autumn 1 – Summer 2	Reading	Writing	Maths
Cohort – 84	5.4	5.4	5.6
Non PP – 73	5.4	5.4	5.7
PP - 11	5.1	5.7	5.0
PP (non SEN) - 8	5.9	6.4	5.5

At or above Age Related Expectations	Reading	Writing	Maths
Cohort	82%	89%	85%
Non-PP	76%	73%	75%
PP	64%	73%	82%
PP (non SEN)	75%	88%	88%

In Year 6 the PP group made less progress than the Non-PP group in Reading and Maths (-0.3 and -0.6). However in Writing they made more progress (+0.3) than the Non-PP group. The PP not SEN group also made more progress than the Non-PP group in Reading and Writing.

Less PP children achieved ARE than the Non-PP group in all areas. The gap was larger in Reading (18%) and Writing (16%) than Maths (3%). Compared to the previous year, the number of PP children achieving ARE increased in Writing (70% to 73%) and Maths (70% to 82%) but decreased in Reading (70% to 64%). This suggests the gap is closing in Writing and Maths but slightly wider in Reading.

Steps Progress Autumn 1 – Summer 2 (Year 5 – 2015/16)	Reading	Writing	Maths
Cohort - 83	5.0	5.8	5.4
Non PP - 73	5.0	5.8	5.3
PP - 10	5.1	5.6	5.7
PP (non SEN) - 7	5.3	5.9	5.4

At or above Age Related Expectations (Year 5 – 2015/16)	Reading	Writing	Maths
Non-PP	82%	78%	81%
PP	70%	70%	70%

EYFS:

67% of the PP cohort achieved a GLD, compared to 82% of the Non-PP cohort. This figure increased to 75% of the PP Not SEN group.

On average, 83% of the PP group achieved Expected or Exceeding in the ELG, compared to 92% of the Non-PP cohort. The PP Not SEN group averaged 99% in the ELG. The lowest area for the PP group was 'Confidence and Self-awareness' (67%) and the highest was Technology (100%).

In Reading, Writing and Number, 100% of the PP group made 6+ levels of progress (compared to 67% of the previous years' cohort). In Reading this was +0.2 above the Non-PP cohort.

End of Year Data

Year 1 Phonics Screening:

Phonics Screening	Cohort working at ARE	Pupil Premium working at ARE	Non PP working at ARE
	93%	100%	92%

All of the PP group passed the Year 1 Phonics, compared to 92% of the Non-PP group.

End of Key Stage 1 SATs:

At or above required standard	All	Non-Pupil Premium	Pupil Premium	Difference to Non-PP cohort	Pupil Premium not SEN	Difference to Non-PP cohort
Reading	86%	86%	83%	-3%	78%	-8%
Writing	74%	77%	58%	-19%	67%	-10%
Maths	83%	83%	83%	0%	89%	+6%

As reflected in the Year 2 Teacher Assessments, Writing was the area of weakness for the PP group, with a difference of 19% compared to the Non PP group. However the progress made by the group in Writing was in line with Reading and Maths, which shows they are closing the gap at the same rate as Reading and Maths, but the original baseline was lower. In Reading the difference to the Non-PP group was -3% but in Maths the groups achieved equally. This is reflected by the Teacher Assessments in these areas.

End of Key Stage 2 SATs:

At or above required standard	National Average	All	Non-Pupil Premium	Pupil Premium	Difference to Non-PP cohort	Difference to National Average	Pupil Premium not SEN	Difference to Non-PP cohort
Reading	71%	83%	85%	64%	-21%	-7%	88%	+6%
Maths	75%	82%	80%	64%	-16%	-11%	88%	+6%
G.P.S.	77%	90%	86%	73%	-13%	-4%	100%	+10%
Combined	63%	71%	73%	64%	-9%	+1%	88%	+15%

The end of Key Stage 2 SATs data shows that the PP cohort did not perform as well as the Non-PP cohort. However, this gap is a lot smaller when compared to the National Average, with the Combined 1% above National Average. When taking into consideration the SEN pupils, the PP Not SEN group all achieved above the Non-PP group.

End of Key Stage 2 Teacher Assessments:

At or above A.R.E.	All	Non-Pupil Premium	Pupil Premium	Difference to Non-PP cohort	Pupil Premium not SEN	Difference to Non-PP cohort
Reading	82%	85%	64%	-21%	88%	+3%
Maths	89%	92%	73%	-19%	100%	+8%
Writing	85%	86%	73%	-13%	100%	-14%
Science	93%	96%	73%	-23%	100%	+4%

The Teacher Assessments for the end of Key Stage 2, follow similar trends to the SATs results. The gap for Writing is the smallest, with Maths, Writing and Science larger. However, when SEN children are considered, this gap reduces and the PP Not SEN groups achieve above the Non-PP group.

