

Evaluation of the progress made by PP pupils 2016-2017



Attendance

- The attendance of PP pupils over 2016-17 was higher than the previous year 95.4 / 93.6
- LAC attendance was 96.6 compared to 97.6% the previous year.

GLD

- 63% of PP pupils achieved a GLD compared to 55% the previous year and 38% the year before that which shows a year on year increase.

Phonics

- 89% of PP pupils passed screening test compared to 64 % last year and 26% the previous year showing year on year improvement.
- 95% of disadvantaged pupils passed the phonics screening test in Yr. 2 compared to 90% the previous year and 79% the year before that which shows a year on year increase.

KS1

•FSM and PP attainment at the end of KS1 was lower than the average attainment for all pupils. However attainment has improved for PP and FSM pupils compared with the previous year in all subjects. Disadvantaged pupils – Maths and writing 57% compared to 48%. Reading 48% compared to 38% and in writing 57%. The gap between disadvantaged and non - disadvantaged is closing in writing and maths compared to the previous year but in reading the gap is equal to the previous year.

KS2

Evaluation of the progress made by PP pupils in the additional KS2 classes demonstrated the effectiveness of the strategy. The fourth class for PP pupils has demonstrated impact with, for example, 93% of PP pupils in that class in Yr. 3 making greater than expected progress in maths.

- PP attainment had improved across all areas at the end of KS2 compared with the previous year (particularly mathematics and across R, W and M combined) which demonstrates the impact of the measures taken to raise standards within the school. Maths was 66% compared to 35%. Reading was 59% compared to 50%, writing was 66% compared to 63%, GPS was 62% compared to 55% and RWM was 56% compared to 26%. However the overall attainment of PP is lower in comparison to non PP pupils in all areas although the gap is closing in maths, reading, GPS and R/W/M combined when comparing with the previous year.
- In reading 13 PP pupils did not attain expected out of these 11 (85%) had two or more barriers to learning and 7 (54%) of these were PP and SEN.

- In mathematics 14 PP pupils did not attain expected out of these 12 (86%) had two or more barriers to learning and 8 (57%) of these were PP and SEN.
- In writing 11 PP pupils did not attain expected out of these 10(91%) had two or more barriers to learning and 7 (64%) were SEN and PP.
- Progress of FSM pupils and PP pupils across Yr. 6 improved for maths and writing across year 6 when compared with last year particularly in maths. **Maths** - PP and FSM average was 0.06 which was the same when compared with all pupils. When compared to the previous year PP 0.06 / -3.86, FSM -0.06 / -4.11 demonstrating the impact of the measures taken to raise attainment for these groups. The gap between disadvantaged and non-disadvantaged is also closing 0.02 compared to -0.85 in 2017. **Writing** – PP and FSM was -0.10 which was roughly in line with all pupils at -0.12. When compared to the previous year PP -0.10 / -2.51, FSM -0.10 compared to -2.58. The gap between disadvantaged and non-disadvantaged is also closing 0.04 compared to -1.40 in 2017 demonstrating the impact of the measures taken to raise attainment for these groups.
- Progress and attainment measures for PP pupils in maths, reading and writing indicate that strategies to raise the attainment of these pupils is beginning to bear fruit. Attainment and progress for PP pupils in years 1 and year 3 had improved in all subjects when compared with the previous year. In years 4 and 5 maths attainment had improved compared to the previous year (showing new strategies were having an impact) and progress was improved in all subjects in year 4.

General

- The number of families with PP children supported by the Family Support Team increased
- The number of PP pupils who were able to access the residential trips increased due to school subsidies
- PP pupils were able to access an increased range of enrichment opportunities and are now being monitored to assess the take up.
- Progress meetings under the DHT(S) were more focused on PP pupils
- PP pupils were targeted for interventions