

PUPIL PREMIUM IMPACT REPORT SUMMER 2016

Interpreting the data

As a result of changes brought about by the introduction of the new curriculum of 2014, the summer term data of 2015 was the final set to be reported as National Curriculum Levels. In order to track and monitor progress, a new system is now in place.

Levels have been replaced by an expectation that all children aim to be at minimum 'secure' in their year group objectives. This is referred to as 'age related expectation' or 'ARE'.

The system used by St Gregory's School, starts all children in their year group as an 'e' or 'emerging' category. This represents the fact that they have not yet begun their age related learning. As the year progresses, children will move increasingly towards securing their 'ARE', and by the end of all three terms, some may well be so confident in their own year group work that they can be categorised as high secure (HS) in their year group. In order to demonstrate this, they will need to have shown they can apply their learning confidently, thinking at a greater depth about their learning objectives in a wider and broader context.

Children working below the ARE, may be assessed as demonstrating a 'Low Secure' level of understanding. This shows that some consolidation of the objectives is required, which may be normal for some children particularly in the earlier autumn and spring terms, but the aim would be to accelerate to achieve 'secure' by end summer.

However, for some children, ongoing support will be required to help them to try to accelerate to become secure in their learning. This is reflected in children remaining at 'e' emerging category, or those progressing to 'd' developing category.

In addition, children have an independent trajectory target based upon prior key stage attainment in order that teachers can monitor actual progress against expected progress. This runs in parallel with our new enhanced practice of early and more effective intervention, now embedded across the school following its introduction in September 2016 and a vital avenue of support for many of our Disadvantaged Pupils.

St Gregory's has a long standing comprehensive system of support in place to identify and support any child who may need intervention to help them to achieve to their full potential.

Total PP children 2015-16 = 20, but for tracking purposes exclude YR (x3 children)

Mathematics	E	D	LS	S	HS	No Previous key stage data
Beginning of Aut term b/f	4	1	3	6	3	--
Trajectory Target	--	--	5	5	5	2
End of Autumn term progress	5	1	10	0	1	--
End of Spring term progress	4	1	4	7	1	--
End of Summer term progress	1	4	1	6	5	--

At end Summer term in mathematics - TA based upon three terms of coverage of year group objectives

- 29% / 5 children are accessing support but remain below the national standard, plus one child is just below and needs to consolidate their level of independent working.
- 65% / 11 children are secure in the ARE, with 29% / 5 demonstrating a greater depth of understanding.
- 100% of children with a trajectory target of secure/high secure achieved their target.

Reading	E	D	LS	S	HS	No Previous key stage data
Beginning of Aut term b/f	4	1	4	3	5	--
Trajectory Target	--	--	3	7	5	2
End of Autumn term progress	5	0	10	1	1	--
End of spring term progress	4	1	4	6	2	--
End of Summer term progress	2	2	1	4	8	--

At end Summer term in reading - TA based upon three terms of coverage of year group objectives

- 24% / 4 children are accessing support but remain below the national standard, plus one child is just below and needs to consolidate their level of independent working.
- 71% /12 children are secure in the ARE, with 47% / 8 demonstrating a greater depth of understanding.
- 94% of children with a trajectory target of secure/high secure achieved their target.

Writing	E	D	LS	S	HS	No Previous key stage data
Beginning of Aut term b/f	5	1	4	4	3	--
Trajectory Target	--	--	6	4	5	2
End of Autumn term progress	5	3	7	1	1	--
End of spring term progress	3	2	7	4	1	--
End of Summer term progress	1	4	2	5	5	--

At end Summer term in writing - TA based upon three terms of coverage of year group objectives

- 29% /5 children are accessing support but remain below the national standard, plus 2 children are just below and need to consolidate their level of independent working.
- 59% /10 children are secure in the ARE, with 29%/5 demonstrating a greater depth of understanding.
- 100% of children with a trajectory target of secure/high secure achieved their target.