

Pupil Premium Update: Following RAISEONLINE analysis, November 2016

RAISEONLINE is the DFE and Ofsted's definitive analysis of school performance at a series of key junctures across the Primary phase. We are particularly interested in how our Disadvantaged Pupils (DP) perform when measured against the performance of both DP Nationally and that of All (Other Pupils, that is to say, those not designated as DP) Pupils Nationally.

It is our own and the government's key target to see the gap in performance between DP and Other Pupils (OP) diminish and effectively disappear over time. This is a most worthy aim and one that all schools are united in trying to achieve. Pupil Premium Funding, of which our school received £31,460, (2015/16) is carefully utilised to support Disadvantaged Pupils Learning. This has been outlined in some detail in the 2015/16 review and followed up by Impact reports across the year. These are currently available on our website. This additional section will bring the 2016 analysis up to date and should be read in conjunction with the other reports relevant to 2015/16.

In 2014 /15 at both End KS1 and End KS2, the performance of our DP in comparison to national performance of both DP and OP, was very strong. In both instances, 100% of DP at end KS1 and End KS2, performed strongly in comparison with national figures.

At End KS1 the gap narrowed significantly as the three DP performed above the national totals, whilst at End KS2, the performance by our DP was very good indeed, with the gap eliminated. In effect, the two DP not only outperformed DP but also Other Pupils too, both within the school and nationally. We now had a "positive" gap.

However, as we frequently point out in other relevant documents, the number of DP is so few that the data can be highly variable from year to year.

In 2015/16, in both Y2 and Y6, the mini cohorts of DP were fortunately SEN free, average or able children who were enabled to fulfil their potential in surpassing or comfortably surpassing national performance. In previous and in future years, this may not be the case and with such low numbers, the impact of just one DP with moderate or severe SEN, will see school performance plummet to below the national average. It also makes meaningful analysis of year on year progress very difficult to plot.

2015/16 performance data at End KS1 sees two pupils assessed against national standards. Both achieved well, with one child working at Greater Depth in Reading and Science. This reflected well within what was strong overall performance for the KS1 cohort, outstripping national performance at Expected across All Subjects and at Greater Depth in Reading and Writing, with GD scores for Mathematics very close to the national.

This was acknowledged when KS1 performance, including that of our Disadvantaged Pupils was highlighted on the new Inspection Dashboard. **Again, however, there were only two pupils in the cohort.**

At KS2 we had three Disadvantaged Pupils. One with SEN and another with severe SEN that meant he/she was dis-applied for the Mathematics test. Two of the three children made Expected Progress, 67% as opposed to the national figure of 71%, however none made better than expected progress this year.

The impact of one child on the overall results in this category is immense. The figures for the school this year show a widening of the gap from the excellent 2015 performance and progress scores for DP falling into the lowest 10% nationally. This was the only area identified as a weakness on the Interim Ofsted Inspection Dashboard; later to be removed on the final report as the small numbers were deemed statistically insignificant, leaving no weaknesses, only strengths.

If the one Severe SEN child is taken out of the equation, 100% of Disadvantaged Pupils reach Expected Progress, which is significantly above the national average. This child did make progress across KS2, with Reading being a stronger area and progress too as a writer, but the significantly more difficult tests this year were a challenge for all pupils, even the more able, hence the fact that only 53% of pupils secured a good level of development across Reading, Writing and Mathematics nationally. The figure for the school was 68%.

To monitor the progress of all of our DP across the school please refer to the **End Summer Term analysis 2016 for DP**. However do remember that some of these children very often have many barriers to overcome but support, encouragement and understanding over time can see anything from small steps to giant strides of improvement. The school recognises and applauds their efforts. Pupil Premium monies and additional school funding are paramount in enabling support provision and access to other opportunities for our disadvantaged children – it is a vital and most welcome source of funding in these stringent times.

This document is in this same area of the website.

KJS/ HT: 1/12/2016.

(Updated 27/3/17)