



CLOSING THE GAPS

REVIEW OF THE ACHIEVEMENT OF THE DISADVANTAGED PUPILS

The school very carefully tracks the achievement of pupils who are eligible for the pupil premium making sure that our funding of £97,680 has the best possible impact upon pupil attainment. The Pupil Premium Strategy Statement has been completed and published on the school website. The achievement of pupils who are eligible for the additional funding through the pupil premium is strong as a result of specific interventions. Effective actions have been taken to close the gap and this has helped them to catch up rapidly.

Current data and work scrutiny of pupil premium children's books from Nursery through to Y6 reinforce this. Detailed action plans are in place for all pupils identified as disadvantaged.

School Context

- St Mary's RC is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, forces children, and pupils known to be eligible for free school meals, is above average.
- The proportion of pupils supported special educational needs is below average.
- Most pupils are of White British heritage.
- There is provision for 'wrap around care' before and after school that children can attend, staffed by teaching assistants and managed by the governing body.
- Government floor standards, which relate to pupils' attainment and progress, have been met.

Commentary on outcomes for the disadvantaged pupils in the Early Years

The number of children reaching a good level of development (GLD) is growing over time and the current group of children are set to continue the trend. All make very strong progress. The attainment of children who are disadvantaged was in-line than non-disadvantaged in 2017, but was lower in the area of writing and numbers. Interventions have been put into place to support these pupils.

Progress is being made towards narrowing the gaps for the disadvantaged children. There is still a gap between the proportion of disadvantaged and non-disadvantaged children who achieved GLD in 2016 and 2017. In 2017, there were 11 disadvantaged children within the cohort of 29. 64% of them achieved a GLD. This was in comparison with 83% of the non-disadvantaged children. Those children who did not attain a GLD still made strong progress from starting points.

This school year, there are less registered disadvantaged pupils (7 pupils, 32 in cohort). This figure will increase over time. It is anticipated that all pupils will achieve well in 2017 with most attaining a GLD. It is projected disadvantaged pupils will achieve well too.

Commentary on the performance of disadvantaged pupils in the Year 1 phonics screen

- The school's phonics programme is highly effective. Although outcomes were below 'others' in 2017.
- In 2016, 100% of SEN pupils who passed the screen in 2017 which was above average. In 2017 there remains a gap between the achievement of Disadvantaged children and other pupils. In many instances this is due to additional needs and interventions have been ongoing throughout the year. Children have also transferred to St. Mary's mid/late school year.
- Those pupils who did not achieve the standard are being targeted for further intervention in Year 2. They joined the school late in Year 1 and have an identified additional need.
- Those pupils who did not achieve the standard are being targeted for further intervention in Year 3 and all have an identified additional need.
- Leaders are confident that most children will achieve the phonics standard in 2018 as a result of outstanding teaching. The disadvantaged pupils in Year 1 are predicted to achieve high standards.



Commentary on outcomes for the disadvantaged pupils by the end of Year 2

Key Stage 1 2016/2017 Outcomes: Disadvantaged pupils/All pupils nationally

	Disadvantaged: Expected Standard School	Expected Standard National	Disadvantaged: Greater Depth School	Greater Depth National
Reading	87	76	33	25
Writing	87	68	13	16
Mathematics	87	75	33	21

Key Stage 1 2016/2017 Outcomes: Disadvantaged/Others nationally

	Expected Standard (Disadvantaged) 15 pupils	Expected Standard (others)	Greater Depth (Disadvantaged)	Greater Depth (others)
Reading	87	79	33	28
Writing	87	72	13	18
Mathematics	87	79	33	23

- Disadvantaged children have achieved well and where there is also an additional need, intervention has been effective in closing the gap quickly. A number of the disadvantaged pupils are meeting the Greater Depth Standard than average, which varies between subjects, this is due to some disadvantaged pupils who are low attaining, but they made very good progress.
 - **Reading:** Performance of the disadvantaged was higher than national when compared to others in the school and nationally. The disadvantaged performed higher at Greater depth than others in school and nationally.
 - **Writing:** Performance of the disadvantaged was higher than national when compared to others in the school and nationally. The disadvantaged performed lower at Greater depth than others in school and nationally.
 - **Mathematics:** Performance of the disadvantaged was higher than national when compared to others in the school and nationally. The disadvantaged performed higher at Greater depth than others in school and nationally.
 - From their starting points, the most able disadvantaged pupils did well. The most able disadvantaged pupils do consistently well in comparison to the national average.
 - Current attainment is expected to be securely broadly average by the end of the year. The school is expecting most of the disadvantaged pupils to achieve the age expected standard with a significant minority achieving the above age expected standard.
 - Progress is consistently outstanding as a result of outstanding interventions, although the children who have transferred to St. Mary's in this cohort are significantly behind.

The achievement of disadvantaged pupils of Year 2 was good in 2016 and maintained in 2017.

Commentary on outcomes for the disadvantaged pupils by the end of Year 6



Key Stage 2 2016 Outcomes: Disadvantaged pupils/All pupils nationally

	Disadvantaged Expected Standard School	Expected Standard National	Disadvantaged Higher Standard School	Higher Standard National
Reading	70	71	20	25
Writing	100	76	20	18
Mathematics	100	75	40	23

Key Stage 2 2016 Outcomes: Disadvantaged/Others nationally

	Expected Standard (Disadvantaged) 10 pupils	Expected Standard (others)	Greater Depth (Disadvantaged)	Greater Depth (others)
Reading	70	77	20	29
Writing	100	81	20	21
Mathematics	100	80	40	27

Key Stage 2 2016 Average Progress Scores

	Reading	Writing	Mathematics
Disadvantaged	+0.55	+3.89	+6.10
Non-Disadvantaged	+0.33	+0.17	+0.28

Outcomes were outstanding in 2016/2017

- The school's work to close the gaps between disadvantaged pupils and their peers is highly effective. As a result, these pupils perform at least as well as other pupils nationally in writing and maths. They do perform lower than their peers nationally slightly in Reading. A significant number of Pupil Premium Pupils are low attaining SEN pupils too. Progress has been very strong for the disadvantaged groups.
- Performance was above the minimum floor standard overall. 70% of disadvantaged pupils achieved the national standard in reading, writing and mathematics which was above the floor of 65% and the national outcomes of 53%. 65% of girls achieved the expected standard in reading, writing and mathematics against 70% of boys.
- 20% of disadvantaged pupils reached the higher standard on the combined indicator which was above average.
- **Reading:** A higher proportion of boys achieved the expected and higher standard. Disadvantaged were in line with the others in the school; 20% achieved the higher standard. SEN Support (3): one achieved the expected standard, none achieved greater depth.
- **Writing:** No significant difference in the performance of boys and girls at the expected standard; a higher proportion of boys achieved the higher standard. Disadvantaged were higher than others in the school; 20% achieved the higher standard. SEN Support (3): one achieved the expected standard, none achieved greater depth.
- **Mathematics:** No significant difference in the performance of boys and girls at the expected standard; a higher proportion of boys achieved the higher standard. Disadvantaged were higher than others in the school; 20% achieved the higher standard. SEN Support (3): one achieved the expected standard, none achieved greater depth.
- **EGPS:** Boys did better than girls, especially at the higher standard. Disadvantaged were broadly in line with others in the school; 40% achieved the higher standard. SEN Support (3): one achieved the expected standard, none achieved greater depth.
- **Progress is now more consistent with virtually all children across the school making at least expected progress in all year groups. Virtually all disadvantaged children make expected and more than expected progress in reading, writing and mathematics.**



Effectiveness of the school's system for checking the progress of disadvantaged pupils.

The school carefully tracks the achievement of pupils who are eligible for the pupil premium and makes sure that this funding is spent wisely. The achievement of pupils who are eligible for the additional funding through the pupil premium is now strong as a result. Effective actions have been taken to close the gap and this has helped them to catch up rapidly. Current data and work scrutiny of pupil premium children's books reinforce this. The school has detailed action plans for all pupils identified as disadvantaged.