



Closing the Gap between Disadvantaged Pupils and Other Pupils at Fellgate Primary School Summer 2017 Data.

Disadvantaged pupils are those pupils that are entitled to Pupil Premium funding. It is important to have a broad range of criteria for identifying disadvantaged pupils, the Department for Education definition for funding is as follows. Disadvantaged pupils include:

- those eligible for free school meals;
- those from minority groups;
- those in families on low income;
- looked-after children; and
- traveller children.

Evidence shows that for some children the gap between disadvantaged children and those from other backgrounds can widen. At Fellgate Primary School it our job to ensure that every pupil has the opportunity to succeed and flourish in all that they do.

We have in place strategies that help us to identify those pupils eligible for pupil premium. Once identified we look at the whole child and identify where there is a need to target the pupil premium that is given to the school for these children.

Provision maps are used to do this along with pupil progress meetings used to discuss attainment and progress of all children at Fellgate Primary School.

School data and data from the Department for Education is used to evidence if there is a gap in attainment and progress between disadvantaged pupils and other pupils in the school.

Each cohort of children at Fellgate Primary School are different and it is therefore important that we monitor and track individual children as well as groups of children and this is what we pride ourselves on. We know our children well and the links we build with families are strong. This enables us to have an insight into the lives of our children beyond school and we are able to offer care, guidance and support.

Attainment

Attainment is the standard of the pupils work shown by test and examination results. In other words how many pupils have reached the expected age related expectations at the end of each year group, Key Stage or mid/end of year assessments.

Closing the attainment gap at EYFS

7 FSM Pupils

25 Non-FSM Pupils

	% FSM School	% Non FSM School	Gap
GLD	42.9%	68%	25.1%

There were 7 FSM in the year group. Interventions in place in Y1 to ensure they continue to make progress, particularly the 3/7 that did not achieve a GLD.

Closing the attainment gap at Key Stage 1

At the end of Y2 our attainment data tells us that our disadvantaged pupils are performing less well than our other pupils for reading, writing and maths.

There is a gap still between the pupil premium and the non-pupil premium children.

5 Pupil Premium

18 Non Pupil Premium

	% PP School	% Non PP School	% Gap
Reading	33.3%	61.1%	27.8%
Writing	33.3%	55.6%	22.3%
Maths	33.3%	61.1%	27.8%

Closing the Gap in Attainment at Key Stage 2.

11 Pupil Premium

14 Non Pupil Premium

	% PP School	% Non PP School	% Gap
Reading	81.8%	92.9%	11.1%
Writing	81.8%	78.6%	-3.2%
Maths	81.8%	92.9%	11.1%
RWM	81.8%	76.6%	-5.2%

We have worked hard to narrow our gap by the time the children have taken their end of Key Stage 2 Standard Assessment Tests (SATs).

The impact of having a small cohort with full time Class Support has had a positive effect on narrowing the gap. In Writing and in RWM Overall our PP children have outperformed the Non PP Children.

Our careful tracking and intervention has had a positive effect on narrowing the gap.

National benchmark for disadvantaged pupils attainment at expected for RWM was 67% so we as a school are well above average.

Closing the gap in attainment for disadvantaged children was and is part of the School Development Plan.

Strategies and actions that we use at Fellgate Primary include the following;

- Whole-school approach and belief in all pupils' ability to learn.
- Using data to identify, track and monitor disadvantaged pupil's progress.
- Literacy and numeracy basic skills are taught rigorously and are held in upmost importance.
- Social and emotional skills are developed through the care, guidance and support we give pupils, and through a bespoke discrete lesson of PSHE a week.
- Attendance, punctuality and behaviour are all monitored by the Headteacher.
- Tailoring the curriculum to meet the interests of the pupils.
- Enriching experiences that pupils may not otherwise experience.
- Listening to learners.
- Engaging parents and the community and offer support where possible.
- Out of school provision offered to parents for their children.
- Teams around vulnerable pupils and supporting families.
- Developing staff expertise through CPD and our own staff experiences.

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