



### Impact of Pupil Premium 2013-14

| Year 6  | Progress in reading<br>Key Stage 1 - 2 | Progress in writing<br>Key Stage 1 - 2 | Progress in maths<br>Key Stage 1 - 2 | What made the difference?  |
|---------|--|--|--------------------------------------|--|
| Child 1 | 7 sub levels                           | 5 sub levels                           | 7 sub levels                         | High level of support in class from HLTA<br>Booster classes<br>Education City  |
| Child 2 | 8 sub levels                           | 7 sub levels                           | 9 sub levels                         | One to one tuition<br>High level of support in class from HLTA<br>Booster classes<br>Education City                          |
| Child 3 | 8 sub levels                           | 7 sub levels                           | 8 sub levels                         | Extra guided reading sessions from HLTA<br>Booster classes<br>Education City   |
| Child 4 | 8 sub levels                           | 7 sub levels                           | 9 sub levels                         | Booster classes<br>Sam Learning<br>Revision books  |
| Child 5 | 6 sub levels                           | 6 sub levels                           | 9 sub levels                         | Extra guided reading sessions from HLTA<br>Booster classes<br>Education City   |
| Child 6 | 6 sub levels                           | 8 sub levels                           | 7 sub levels                         | High level of support in class from HLTA<br>Extra maths sessions with Inclusion manager<br>Booster classes<br>Education City |
| Child 7 | 7 sub levels                           | 5 sub levels                           | 7 sub levels                         | High level of support in class from HLTA<br>Booster classes<br>Education City  |
| Child 8 | 5 sub levels                           | 6 sub levels                           | 8 sub levels                         | Extra guided reading sessions from HLTA<br>Booster classes<br>Education City   |

#### Summary

| Reading          |                      |            | Writing          |                       |            | Maths            |                      |            |
|------------------|----------------------|------------|------------------|-----------------------|------------|------------------|----------------------|------------|
| FSM/CLA Progress | Non FSM/CLA Progress | Difference | FSM/CLA Progress | Whole Cohort Progress | Difference | FSM/CLA Progress | Non FSM/CLA Progress | Difference |
| 13.8             | 13.3                 | ↑0.5       | 12.8             | 13.3                  | ↓0.5       | 16.0             | 14.6                 | ↑1.4       |

| FSM/CLA<br>APS | Whole<br>Cohort<br>APS |      | FSM/CLA<br>APS | Whole<br>Cohort<br>APS |      | FSM/CLA<br>APS | Whole<br>Cohort<br>APS |      |
|----------------|------------------------|------|----------------|------------------------|------|----------------|------------------------|------|
| 28.5           | 27.7                   | ↑0.8 | 26.5           | 27.1                   | ↓0.6 | 30.8           | 29.4                   | ↑1.4 |

FSM/CLA children outperformed non-FSM/CLA children in Reading and Maths.

The gap between FSM/CLA and Non-FSM/CLA children has narrowed in writing by 1.0 from 2012-2013 data and 2013-2014 data.