

## Impact of Pupil Premium

Assessment data shows that disadvantaged pupils are well behind other pupils when they first enter our school.

As the children progress through the key stages, intervention strategies are employed which help to improve their academic performance, social skills and promote self confidence.

### Data analysis shows

#### **Foundation Stage – (End of Reception)**

##### **Children leaving this stage with a Good Level of Development**

<b>Other pupils</b>	<b>Pupil premium pupils</b>	<b>School Gap</b>	<b>National gap</b>
60.3%	38.5%	- 21.8	-19.8

#### **Key Stage 1 – (End of Year 2) pupils achieving L2+**

	<b>Other pupils</b>	<b>Pupil premium pupils</b>	<b>School Gap</b>
Reading	97.9%	79.1%	-18.8
Writing	95.7%	72.1%	-23.6
Maths	93.6%	86.0%	-7.6

#### **Key Stage 2 – (End of Year 6) pupils achieving L4+**

	<b>Other pupils</b>	<b>Pupil premium pupils</b>	<b>School Gap</b>
Reading	94.7%	94.1%	- 0.6
Writing	94.7%	84.3%	- 10
Maths	94.7%	90.2%	- 4.5

It is obvious from this data that the gap between Disadvantaged pupils, (those eligible for pupil premium funding) and other pupils, narrows significantly from Reception until the end of Key Stage 2.

This shows that Pupil premium funding is spent effectively and pupils make significant progress across the school.