

Impact of Pupil Premium Spend 2016
Diminishing the Difference



End of year data analysis shows the following impact on standards.

End of KS2 SATs

Progress

	<u>Expected progress</u>			<u>Comments</u>
	<u>All Pupils Rosehill</u>	<u>Pupil Premium Pupils</u>	<u>All pupils nationally</u>	
<u>Reading</u>	-1.89	-3.36	0	Low attaining disadvantaged pupils at KS1 made better than average progress +3.88
<u>Writing</u>	+1.42	+0.84	0	Low attaining disadvantaged pupils at KS1 made significantly better than average progress + 5.33 and were in the top 10% of schools nationally.
<u>Maths</u>	-2.08	-2.34	0	Low attaining disadvantaged pupils at KS1 made better than average progress +0.94

Attainment

	<u>Expected or above</u>		
	<u>All Pupils Rosehill</u>	<u>Pupil Premium Pupils Rosehill</u>	<u>All Pupils Nationally</u>
<u>RWM combined</u>	44%	30%	53%
<u>Reading</u>	54%	41%	66%
<u>Writing</u>	72%	70%	74%
<u>Maths</u>	53%	41%	70%
<u>RWM combined</u>	44%	30%	53%

Analysis of KS 2 Data

In 2016 there was a big gap in the progress from KS1 to KS2 of Pupil Premium Pupils compared to non-pupil premium pupils though low attaining pupils made better than average progress. The percentage of Pupil Premium pupils reaching the expected standard was also disappointing in both reading and maths as we have regularly looked at, and will continue to look at, the individual classes and the issues within them that could potentially become barriers to making good progress. We have, and will continue to, employ additional staff to deliver a range of targeted support to groups of children e.g. Boosting Reading Progress (our own BRP). A strong pastoral team has been established to meet the underlying social and emotional barriers to learning, including employing additional staff to work specifically with parents experiencing difficulties and on improving attendance.

KS1 Attainment

Achieved expected level

	<u>All Rosehill Pupils</u>	<u>Disadvantaged Pupils Rosehill</u>	<u>All Pupils Nationally</u>
<u>Reading</u>	60%	45%	74%
<u>Writing</u>	59%	29%	65%
<u>Maths</u>	69%	48%	73%

Analysis of progress from end of EYFS

Reading

80% disadvantaged pupils who were achieving and 100% pupils who were exceeding the expected standard at the end of EYFS achieved the expected standard at the end of KS1. This was in line with the national average. 19% disadvantaged pupils who were below the expected standard at the end of EYFS achieved the expected standard at the end of KS1. This was below the national average of 39%. Two children were exceeding the expected standard at the end of EYFS but neither was exceeded the expected standard at the end of KS1.

Writing

Nearly all disadvantaged pupils who were achieving or exceeding the expected standard at the end of EYFS achieved the expected standard at the end of KS1 (82% and 100%). This was in line with the national average. 6% disadvantaged pupils who were below the expected standard at the end of EYFS achieved the expected standard at the end of KS1. However this was below the national average of 33%. The one disadvantaged child who was exceeding the expected standard at the ends of EYFS was not exceeding the expected standard at the end of KS1.

Maths

Nearly all disadvantaged pupils who were achieving or exceeding the expected standard at the end of EYFS achieved the expected standard at the end of KS1 (80% and 100%). This was in line with the national average. 7% disadvantaged pupils who were below the expected standard at the end of EYFS achieved the expected standard at the end of KS1. However this was below the national average of 40%. None of the 4 disadvantaged children who were exceeding the expected standard at the end of EYFS were exceeding the expected standard at the end of KS1.

Phonics

Year 1					Year 2 cumulative			
	All pupils Rosehill	All pupils Nationally	Dis- advantaged pupils Rosehill	Dis- advantaged pupils nationally	All pupils Rosehill	All pupils nationally	Dis- advantaged pupils Rosehill	All pupils Nationally
2015	77%	77%	66%	66%	97%	90%	100%	84%
2016	80%	81%	75%	70%	96%	91%	93%	86%

Analysis

Excellent training in the teaching of phonics and the interventions from the ECAR teacher and the TAs trained in delivering BRP are having a very positive effect on pupils' ability to decode when reading.