

Pupil Premium Expenditure Impact Review 2017/18

Foundation Stage

When our pupils begin their journey at Rosa Street it is clear that many of our disadvantaged pupils enter Reception with a very low starting point. In 2017, 45% of disadvantaged children achieved a Good Level of Development, which increased to 57% in 2018. With the National Benchmark now at 74% our gap stands at 17%, which mean the GLD gap has diminished by 9% this year.

Year 1 Phonics

The impact of our efforts to improve core literacy skills can be seen in the results in the Year 1 phonics test. In 2018, 64% of disadvantaged children achieved the expected standard that shows a reduction from the previous year however, the three pupils that did not achieve the expected standard all have additional needs and are SEND. The National Benchmark for other pupils was 85% so the current gap is 21%.

Key Stage 1 results:

Comparison of disadvantaged pupils to others nationally - 2017 and 2018

Subjects	School FSM 2017	National Benchmark 2017	GAP 2017	School FSM 2018	National Benchmark 2018	GAP 2018	Improvements
Reading	67%	79%	12%	86%	79%	+7%	19%
Writing	50%	72%	22%	71%	74%	3%	19%
Maths	67%	79%	12%	86%	80%	+6%	18%

In 2018, although the attainment in reading (86%), writing (71%) and mathematics (86%) showed an increase by disadvantaged children, the results are now slightly above the national average of other pupils in both reading and maths. At the higher standard, we also saw an increase in attainment for disadvantaged pupils in all three subjects (reading 25%, writing 8% and maths 8%). Reading is now in line with the national benchmark but despite diminishing the difference, we remain below in both writing (8%) and maths (14%).

Key Stage 2 results:

Comparison of disadvantaged pupils to others nationally - 2017 and 2018

Subjects	School FSM 2017	National others 2017	GAP 2017	School FSM 2018	National Benchmark 2018	GAP 2018	Improvements
Combined	50%	67%	17%	63%	70%	7%	-10%
Reading	67%	77%	10%	63%	80%	17%	+7%
Writing	56%	81%	25%	63%	83%	20%	-5%
GPS	61%	82%	21%	69%	82%	13%	-8%
Maths	56%	80%	24%	63%	81%	18%	-6%

In 2018, 37.5% of the Year 6 children that were disadvantaged also had additional SEND needs. The attainment in writing (63%), GPS (69%) and mathematics (63%) all showed an increase by disadvantaged pupils from the previous year and the gaps to the national attainment of other pupils has diminished further. Despite this, our results are still below the national benchmark in all four subjects. In reading, the attainment of disadvantaged pupils decreased by 4% to 63%. Furthermore, the national benchmark in reading rose from 77% to 80% meaning our gap to the national benchmark opened by 7% and now stands at 17%. The disadvantaged children of this cohort had significant difficulties accessing a specific area of the curriculum because of their additional needs. Disadvantaged pupils attaining a higher standard in reading, writing and maths all increased but GPS attainment remains the same which means gaps to the national bench are as follows reading 14%, writing 11%, maths 22% and GPS 33%.