

# Worthington Primary School

## Pupil Premium Grant Expenditure Report to Parents – December 2017

### What is Pupil Premium?

A Pupil Premium Grant is given to Worthington Primary School to 'narrow the gap' between pupils eligible for free school meals (or have ever been eligible for free school meals in the previous six years), and their peers. The grant is used to support financially a number of key interventions and groups, which are established in the school. Examples of spending the grant this year include additional teaching assistant support in classes, specific need analysis-led interventions, 1:1 and small group support, social groups and also part funding of school trips and activities in school led by outside agency providers. Where pupils are already working at age-related expectation, and are making their expected progress, the grant is used to support accelerating pupil progress further through support.

This grant is used to support and enhance the provision which is already funded through the main budget for all our pupils.

### Measuring the Impact of Pupil Premium and Next Review

The school will evaluate the impact for its pupils at the end of each term. Evaluation will include measuring academic pupil progress, in addition to their social gains, and self-confidence which have been developed as a result of the interventions. The tracking will then inform the following term's foci.

Our focus for Pupil Premium funding last year was to maximise the number of children working at expected or above in Maths and English in all year groups, and to accelerate individual pupils' progress in English and Maths.

The impact of the Pupil Premium Grant is measured termly once the data from each year group has been collated.

### Impact and Evaluation of Pupil Premium Spending – Academic Year 2016/17

#### Summary of Year 6 Attainment

#### Attainment – Percentage Reaching the Age Expected Level

Attainment (Level of Attainment)		
Subject	Reaching the Expected Level	
Reading	All	PPG Group
Cohort	43	6
School %	95%	100%
National %	71%	N/A
Difference	24%	N/A

Attainment (Level of Attainment)		
Subject	Reaching the Expected Level	
Writing (teacher assessed and externally moderated)	All	PPG Group
Cohort	43	6

School %	93%	100%
National %	76%	N/A
Difference	17%	N/A
Attainment (Level of Attainment)		
Subject	Reaching the Expected Level	
Mathematics	All	PPG Group
Cohort	43	6
School %	95%	100%
National %	75%	N/A
Difference	20%	N/A

Attainment (Level of Attainment)		
Subject	Reaching the Expected Level	
Reading, Writing and Mathematics	All	PPG Group
Cohort	43	6
School %	93%	100%
National %	61%	N/A
Difference	32%	N/A

Attainment (Level of Attainment)		
Subject	Reaching the Expected Level or Above	
English Grammar, Punctuation and Spelling	All	PPG Group
Cohort	43	6
School %	95%	100%
National %	77%	N/A
Difference	18%	N/A

**Progress (measured over four years) and Attainment – Average Scaled Score**

Progress and Attainment (Average Scaled Score)				
Subject	Progress		Average Scaled Score*	
Reading	All	PPG Group	All	PPG Group
Cohort	40*	5**	43	6

School	+ 6.9	+ 11.3	108.7	113.8
National	0.0	N/A	104	N/A
Difference	6.9	N/A	4.7	N/A

\* Please note that only 40 children from the cohort of 43 are counted in the progress scores as three later arrivals to our school did not sit Key Stage One SATs.

\*\* Please note that only 5 PPG Group children took Key Stage One SATs, therefore only 5 produced a progress score.

A score of 100 represents the score required to achieve the expected level.

Progress and Attainment (Average Scaled Score)				
Subject	Progress		Average Scaled Score***	
	All	PPG Group	All	PPG Group
Mathematics				
Cohort	40*	5**	43	6
School	+ 3.8	+ 1.5	108.2	103.2
National	0.0	N/A	104	N/a
Difference	3.8	N/A	4.2	N/A

Attainment (Average Scaled Score) [No Progress Score as English Grammar, Punctuation and Spelling was not taken by this cohort when in Year 2]		
Subject	Average Scaled Score***	
	All	PPG Group
English Grammar, Punctuation and Spelling		
Cohort	43	6
School	107.8	111.7
National	106	N/A
Difference	+ 1.8	N/A

## Summary of the Key Points

### Key Stage Two Attainment and Progress (Prior to Raise Online publication):

Strong progress for all prior attainment (PA) groups ensured outstanding attainment in reading. The picture was similar for the disadvantaged children in the cohort. The percentage of disadvantaged pupils who reached the expected standard was well above others nationally, and above all children in our Year six cohort.

In writing, attainment at age expected levels was well above national levels both for all groups and especially for those children eligible for pupil premium, where attainment outstripped all children in our cohort.

Maths progress was not as great as in reading, yet attainment was still well above national comparisons. All

disadvantaged children attained the age expected level, although did not achieve as high an average scaled score as all children combined.

The proportion of children reaching the expected level in reading, writing and maths was 93%, 32% above national standard. Attainment of the disadvantaged pupils was 100%, some 39% above others nationally. As a whole the cohort was extremely well prepared for the move into secondary.

In Grammar, Punctuation and Spelling, attainment at the expected standards was above the national average. The disadvantaged pupils attained well above (+ 23%) others nationally at the expected standard.

### **What Does All This Mean for Our Offer to Those Children Eligible for Pupil Premium Grant in 2017 – 2018 Academic Year?**

Our results from last year have shown us that as well as our children have done, we must continue to concentrate our efforts on our PPG children. In particular, we will be focusing on:

- Continuing to ensure good progress is made in all subjects, not just those reported above
- Reviewing our approach so that we raise the number of PPG children who attain greater depth in all reported subjects
- Continue to identify any additional need early on in school
- Celebrate the fact that our 2017 Year 6 cohort of PPG children achieved higher than other children nationally in reading, writing, mathematics and English Grammar, Punctuation and Spelling.
- Ensuring that our shared and committed approach to the teaching of PPG children continues to be a main thrust of our school improvement plans.