

Worthington Primary School

Pupil Premium Grant Expenditure Report to Parents – November 2018

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 2017/18 Summary of Year 6 Attainment

Attainment – Percentage Reaching the Age Expected Level (*National average for non-disadvantaged pupils)

Attainment (Level of Attainment)				
Subject	Achieving the Age Expected Standard		Achieving a Higher Standard	
Reading	All Pupils	Disadvantaged Group	All Pupils	Disadvantaged Group
Cohort	41	5	41	5
School %	95%	80%	46%	20%
National Benchmark	75%	80% *	28%	33% *
Difference	20pp	0pp	18pp	-13pp

Attainment (Level of Attainment)				
Subject	Achieving the Expected Level		Achieving a Higher Standard	
Writing (teacher assessed)	All Pupils	Disadvantaged Group	All Pupils	Disadvantaged Group
Cohort	41	5	41	5
School %	88%	80%	27%	0%
National Benchmark	78%	83% *	20%	28% *
Difference	10pp	-3pp	7pp	-28pp

Attainment (Level of Attainment)				
Subject	Achieving the Expected Level		Achieving a Higher Standard	
Mathematics	All Pupils	Disadvantaged Group	All Pupils	Disadvantaged Group
Cohort	41	5	41	5
School %	95%	80%	39%	0%
National Benchmark	76%	81% *	24%	28% *
Difference	19pp	-1pp	15	-28pp

Attainment (Level of Attainment)				
Subject	Achieving the Expected Level		Achieving a Higher Standard	
Reading, Writing and Mathematics	All Pupils	Disadvantaged Group	All Pupils	Disadvantaged Group
Cohort	41	5	41	5
School %	88%	80%	17%	0%
National Benchmark	64%	70% *	10%	12% *
Difference	24pp	10pp	7pp	-12pp

Attainment (Level of Attainment)				
Subject	Achieving the Expected Level or Above		Achieving a Higher Standard	
English Grammar, Punctuation and Spelling	All Pupils	Disadvantaged Group	All Pupils	Disadvantaged Group
Cohort	41	5	41	5
School %	95%	80%	66%	40%
National Benchmark	78%	82% *	34%	39% *
Difference	17pp	-2pp	32pp	1pp

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

Progress and Attainment (Average Scaled Score)				
Subject	Progress		Average Scaled Score ****	
Reading	All Pupils	Disadvantaged Group	All Pupils	Disadvantaged Group
Cohort	38**	4***	41	5
School	+ 4.19 (Well Above Average)	+ 3.95	110.5	108.0
National Benchmark	+ 0.03 *	N/A	105.0	106.1 *
Difference	+ 4.16	N/A	+ 5.5	+ 1.9
Local Authority Benchmark	+1.07	N/A	107.1	N/A

** Please note that only 38 children from the cohort of 41 are counted in the progress scores as three later arrivals to our school did not sit Key Stage One SATs.

*** Please note that only 4 Disadvantaged Group children took Key Stage One SATs, therefore only 4 produced a progress score.

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

Progress Only		
Subject	Progress	
Writing	All Pupils	Disadvantaged Group
Cohort	38**	4***
School	+ 1.20 (Average)	+ 1.85
National Benchmark	+ 0.03	N/A
Difference	1.17	N/A
Local Authority Benchmark	+ 0.56	N/A

Progress and Attainment (Average Scaled Score)				
Subject	Progress		Average Scaled Score****	
Mathematics	All Pupils	Disadvantaged Group	All Pupils	Disadvantaged Group
Cohort	38**	4***	41	5
School	+ 2.96 (Above Average)	+ 1.5	108.6	104.5
National	+ 0.03	N/A	104.4	105.4*
Difference	2.93	N/A	4.2	- 0.9
Local Authority Benchmark	+ 1.29	N/A	106.6	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****	
English Grammar, Punctuation and Spelling	All Pupils	Disadvantaged Group
Cohort	41	5
School	111.8	109.3
National	106.2	107.2*
Difference	+ 5.6	+ 2.1

Summary of the Key Points

Key Stage Two Attainment and Progress:

Attainment in Reading was once again very strong for all groups of pupils.

Attainment in Writing showed improvement as there was a much higher percentage of children reaching great depth than in previous years (27% in 2018, 9% in 2017). However, no disadvantaged child reached this higher standard.

Attainment in Mathematics was once again very strong for all groups at age related expectation. However, no disadvantaged child reached the higher standard.

Attainment in English Grammar, Punctuation and Spelling was once again extremely strong and disadvantaged performance was particularly strong at the high level.

The proportion of children achieving the expected level in reading, writing and maths was 88%, 24 percentage points above the National Average, and 13 percentage points above the Local Authority Average. Attainment of the disadvantaged pupils was 80%, some 10% above the National Average for non-disadvantaged pupils.

The proportion of children achieving the higher standard in reading, writing and maths was 17%, 7 percentage points above the National Average, and 1 percentage point above the Local Authority Average. No disadvantaged pupil achieved this higher standard in reading, writing and maths.

In Grammar, Punctuation and Spelling, attainment of all pupils at the expected standard and at the high scaled score was well above the national average. The disadvantaged pupils attained in line with others nationally both at the expected standard and at the high scaled score.

Strong average progress for all pupils and disadvantaged pupils from low and middle prior attainment groups (Key Stage One SATs performance) was seen across reading, writing and mathematics. For those pupils from a high prior attainment group, all pupils did make strong average progress but the two disadvantaged high prior attainers did not make as much progress; this was particularly noticeable in writing progress.

As a whole the cohort was extremely well prepared for the move into secondary.

What Does All This Mean for Our Offer to Those Children Eligible for Pupil Premium Grant in 2018 – 2019 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 disadvantaged 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 disadvantaged children who attain greater depth in all reported subjects.
- Continuing to identify any additional need early on in school.
- Celebrating all the wonderful achievements of pupils, staff and parents during last year.
- Ensuring that our shared and committed approach to the teaching of disadvantaged children continues to be a main thrust of our school improvement plans.