

Pupil Premium Impact Assessment

Academic Year 2018_19

NOR	197
Number of pupils eligible for PP funding	58
Percentage of pupils eligible for PP funding	29%
Total Budget allocation	£86,780
Academy Deprivation Index	0.37
Nominated member of AAB	Trudi Bartle
AAB PP Review dates	January 2019, April 2019, July 2019

Outcomes of Previous Academic year

	All	PP	Others
EYFS (GLD)	74%	40%	81%
Year 1 Phonics	72%	67%	74%
Key Stage 1 Reading - EXS	71%	90%	61%
Key Stage 1 Reading - GD	21%	20%	22%
Key Stage 1 Writing - EXS	36%	30%	39%
Key Stage 1 Writing - GD	7%	10%	6%
Key Stage 1 Maths - EXS	75%	90%	67%
Key Stage 1 Maths - GD	21%	20%	22%
Key Stage 2 Reading - EXS	69%	55%	80%
Key Stage 2 Reading - GD	23%	27%	20%
Key Stage 2 Writing - EXS	81%	64%	93%
Key Stage 2 Writing - GD	27%	18%	33%
Key Stage 2 Maths - EXS	77%	64%	87%
Key Stage 2 Maths - GD	31%	9%	47%
Key Stage 2 RWM - EXS	65%	55%	73%
Key Stage 2 RWM - GD	19%	9%	27%

What does the data suggest for priorities for the next academic year?

EYFS

Although, the number of PP pupils within EYFS was low, the percentage of these pupils achieving GLD was significantly lower than other pupils. Work will continue to close this gap during the next academic year.

Y1 Phonics

Children will get extra phonics sessions to increase the amount achieving the pass rate in the Year 1 phonics screening.

KS1

Pupil premium children achieving national standard in reading and maths was higher than the KS1 national average. Attainment in writing was significantly below the KS1 national average. The academy will address this by relevant CPD for the members of staff working with KS1, and to diminish the difference from last years results, the current Year 3 teacher will also receive this training to ensure that accelerated progress is made. These staff will also carry out targeted interventions in Key Stage 1 and in Year 3.

KS2

Pupil premium children achieving greater depth across maths and reading increased from the previous year. Work will continue to close the gap between pupil premium children and others achieving national standard in reading, writing and maths. This will be in the form of quality first teaching and targeted interventions.