

Pupil Premium Impact Report

2016-17

***Monitoring the impact of Pupil Premium Grant***

The headteacher Mr Parker, and our Lead PPG Teacher, Mrs Cooper, have overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority. Children’s progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure. Targets for pupils are set in mathematics, reading and writing, as well as SMSC, and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. Teachers discuss the progress and attainment of children eligible for Pupil Premium funding at termly pupil progress meetings and identify impact and next steps. The DFE and LA also analyse our school data and compare our results to national data. Through our termly School Improvement Committee meetings we report clearly on data for Pupil Premium and the use of Pupil Premium funding forms part of the monitoring of the Finance Committee so governors can link value for money with impact. We have a designated governor for pupil premium.

The following external data is yet to be fully updated here due to difficulties accessing Urmston Primary School’s ASP (Assessing School Performance). Comparisons between our disadvantaged pupils and all pupils forms part of our internal tracking system and impact report which can be found at the bottom of this report.

**Year 6 SATs (8 pupils eligible for PPG)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | UPS | | Trafford Average 2017  (All Pupils) | National 2017  (All Pupils) |
| Pupil Premium | Non Pupil Premium |
| % pupils attaining Age Related Expectations in Reading, Writing and Maths | 25 | 80 | 70 | 61 |
| % pupils attaining Age Related Expectations: | | | | |
| Reading |  |  | 80 | 71 |
| Writing |  |  | 81 | 76 |
| Maths |  |  | 83 | 75 |
| Grammar, Punctuation and Spelling |  |  | 85 | 77 |
| % pupils attaining Higher standard: | | | | |
| % pupils attaining Higher standard in Reading, Writing and Maths |  |  |  |  |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| Maths |  |  |  |  |
| Grammar, Punctuation and Spelling |  |  |  |  |
| Average Scaled Score: | | | | |
| Reading, Maths | 100.4 | 107.8 | 106 |  |
| Reading |  |  | 106 | 104 |
| Writing |  |  |  | - |
| Maths |  |  | 107 | 104 |
| Grammar, Punctuation and Spelling |  |  | 108 | 106 |

**Year 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | UPS | | Trafford Average 2017  (All Pupils) | National 2017  (All Pupils) |
| Pupil Premium | Non Pupil Premium |
| % pupils attaining Age Related Expectations: | | | | |
| Reading |  |  | TBC | 76 |
| Writing |  |  |  | 68 |
| Maths |  |  |  | 75 |
| % pupils attaining greater depth: | | | | |
| Reading |  |  |  | 25 |
| Writing |  |  |  | 16 |
| Maths |  |  |  | 20 |

**Phonics Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | UPS | | Trafford Average 2017  (All Pupils) | National 2017  (All Pupils) |
| Pupil Premium | Non Pupil Premium |
| % pupils attaining required mark in Phonics Test by the end of Year 1 |  |  |  |  |
| % pupils attaining required mark in Phonics Test by the end of Year 2 |  |  |  |  |

Foundation Stage Profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | UPS | | Trafford Average 2017  (All Pupils) | National 2017  (All Pupils) |
| Pupil Premium | Non Pupil Premium |
| % pupils attaining a Good Level of Development |  |  | TBC | TBC |

Disadvantaged pupil numbers across the school are relatively low and so progress for these pupils is dealt with very much on an individual basis. This is particularly because the data is not statistically useful when comparing large numbers of non-disadvantaged pupils with small numbers of disadvantaged pupils. We conduct a very thorough impact report internally, tracking each individual pupil, and this is summarised below:

*PPG Progress*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year |  | Reading | | | Writing | | | Maths | | |
|  |  | PPG | Non PPG | All pupils | PPG | Non PPG | All pupils | PPG | Non PPG | All pupils |
| 3 | Expected | 17% | 87% | 81% | 83% | 97% | 96% | 67% | 97% | 94% |
| Greater than expected | 0% | 6% | 6% | 0% | 13% | 11% | 0% | 13% | 11% |
| 4 | Expected | 100% | 84% | 86% | 100% | 89% | 90% | 83% | 86% | 86% |
| Greater than expected | 0% | 19% | 19% | 0% | 21% | 19% | 0% | 11% | 10% |
| 5 | Expected | 86% | 82% | 82% | 71% | 85% | 84% | 86% | 86% | 86% |
| Greater than expected | 43% | 35% | 36% | 0% | 17% | 16% | 0% | 39% | 36% |
| 6 | Expected | 71% | 87% | 83% | 71% | 82% | 87% | 100% | 80% | 83% |
| Greater than expected | 29% | 14% | 20% | 14% | 6% | 14% | 43% | 10% | 16% |
| Whole School | Expected | 70% | 85% | 83% | 80% | 88% | 89% | 85% | 86% | 87% |
| Greater than expected | 19% | 19% | 16% | 4% | 14% | 15% | 12% | 18% | 18% |

*PPG Attainment*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Age Related or above (AR+) / Above Age-related expectation (AAR) | Reading | | | Writing | | | Maths | | |
|  |  | PPG | Non PPG | All pupils | PPG | Non PPG | All pupils | PPG | Non PPG | All pupils |
| 3 | AR+ | 33% | 58% | 56% | 50% | 90% | 87% | 67% | 83% | 81% |
| AAR | 17% | 42% | 40% | 17% | 20% | 20% | 33% | 50% | 48% |
| 4 | AR+ | 50% | 75% | 77% | 33% | 79% | 76% | 16% | 87% | 81% |
| AAR | 33% | 50% | 49% | 33% | 29% | 28% | 16% | 32% | 30% |
| 5 | AR+ | 43% | 88% | 83% | 43% | 85% | 82% | **57%** | 86% | 84% |
| AAR | 29% | 70% | 66% | 0% | 53% | 49% | **29%** | 74% | 70% |
| 6 | AR+ | 71% | 100% | 97% | 57% | 95% | 91% | 43% | 93% | 88% |
| AAR | 57% | 61% | 60% | 29% | 71% | 67% | 29% | 66% | 63% |
| Whole School | AR+ | 50% | 81% | 79% | 46% | 87% | 84% | 46% | 86% | 82% |
| AAR | 35% | 56% | 54% | 19% | 47% | 46% | 31% | 56% | 53% |

Year 3 = 6 pupils (1 SEN) Year 4 = 6 pupils ( 3 SEN) Year 5 = 7 pupils ( 3 SEN) Year 6 = 7 pupils ( 2 SEN)