

Pupil Premium report data based.

End of Foundation Stage 2

% of pupil achieving a Good Level of Development:

	2015 GLD %		READING		WRITING		NUMBERS	
	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL
All Pupils 44	70%	66%	73%	76%	70%	71%	75%	77%
PP PUPILS 11	55%	52%	55%	62%	55%	56%	55%	64%
OTHER 33	76%	69%	79%	79%	76%	74%	82%	80%

	2016 GLD %		READING		WRITING		NUMBER	
	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL
All Pupils 39	69%	69%	77%	77%	72%	73%	74%	79%
PP PUPILS 6	33%	55%	50%	63%	33%	58%	50%	66%
OTHER 33	76%	72%	82%	80%	79%	75%	79%	81%

	2017 GLD %		READING		WRITING		NUMBER	
	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL
All Pupils	73%		77%		77%		77%	
PP PUPILS	80%		80%		80%		80%	
OTHER								

GLD for PP Pupils was above national in 2015 but was below in 2016. Data for 2017 shows that the % is at or above the national level for the previous year. Tracking shows pupils are making expected and some accelerated progress. No PP pupils are exceeding in reading, writing or number.

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Y1 Reading

2016		2017	
All 44 pupils		All 38 PUPILS	
		EXP/EXP+	86%
		EXP +	37%

2016		2017	
PP 13 pupils		PP 6 PUPILS	
		EXP/EXP+	84%
		EXP +	0%

Data indicates that PP pupils are achieving well at the expected level but are not achieving at depth. Need to ensure pupils have opportunity for challenge. Focus on improving phonics is impacting on reading.

Y1 Writing

2016		2017	
All 44 pupils		All 38 PUPILS	
		EXP/EXP+	77%
		EXP +	19%

2016		2017	
PP 13 pupils		PP 6 PUPILS	
		EXP/EXP+	67%
		EXP +	0%

Data indicates that PP pupils are achieving lower than their peers particularly at depth. Need to ensure Teacher Time to support and challenge deepening.

Y1 Maths

2016		2017	
All 44 pupils		All 38 PUPILS	
		EXP/EXP+	84%
		EXP +	34%

2016		2017	
PP 13 pupils		PP 6 PUPILS	
		EXP/EXP+	84%
		EXP +	17%

Data indicates that PP pupils are achieving well at the expected level, Need to ensure Teacher Time to support and challenge deepening.

Y1 pupils making expected progress with some accelerated.

Y1 PHONICS

	2015		2016		2017	
	School	National	School	National	School	National
All Pupils	77%	77%	52%	81%	71%	
Disadvantaged	60%	66%	38%	70%	67%	
Other	79%	80%	58%	83%	72%	

2017 school data shows diminishing gaps between disadvantaged pupils and other - 5% This is an improvement on the previous 2 years where the gap was 19/20%.

The % for disadvantaged pupils has significantly improved on the previous year 38% to 67% and is just below the National % for disadvantaged last year. It is 14% below the 81% National for all pupils in the previous year.

Tracking since Jan 2017 shows progress for all 6 PP pupils with 4 achieving the benchmark and 1 pupil 2 marks below,

7 PP pupils were rescreened in Y2 with 29% achieving the benchmark.

3 of the 7 pupils (47%) not achieving have EHCP plans and had all made progress on school tracking since Jan 2017.

80% of the Y2 cohort achieved the benchmark by the end of Key Stage 1.

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Y1 PHONICS

	2015		2016		2017	
	School	National	School	National	School	National
All Pupils	77%	77%	52%	81%	71%	
Disadvantaged	60%	66%	38%	70%	67%	
Other	79%	80%	58%	83%	72%	

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This is an improvement on the previous 2 years where the gap was 19/20%.

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End of KS1

2016

READING	EXP/EXP+		EXP +	
	School	National	School	National
All Pupils	67%	74%	28%	24%
Disadvantaged	43%	78%	14%	27%
Other	72%	78%	32%	27%

End of KS1

2017

READING	EXP/EXP+		EXP +	
	School	National	School	National
All Pupils	73%		34%	
Disadvantaged	42%		17%	
Other				

Disadvantaged pupils are significantly below.

Of the 12 PP pupils 4 are SEN (2 with EHCP) and 1 EAL (arrived in Y1)

These 4 pupils have made expected progress within their reading with 2 EHCP pupils making accelerated progress through P LEVELS.

Better Reading and Better Words interventions used.

End of KS1

2016

WRITING	EXP/EXP+		EXP +	
	School	National	School	National
All Pupils	59%	65%	13%	13%
Disadvantaged	29%	70%	14%	15%
Other	66%	70%	13%	15%

End of KS1

2017

WRITING	EXP/EXP+		EXP +	
	School	National	School	National
All Pupils	73%		22%	
Disadvantaged	42%		17%	
Other				

Disadvantaged pupils are significantly below.

Of the 12 PP pupils 4 are SEN (2 with EHCP) and 1 EAL (arrived in Y1)

These 4 pupils have made expected progress within their writing with 2 EHCP pupils making accelerated progress through P LEVELS.

Analysis has shown that more focus needs to be on learning to spell words in isolation.

The school plans to implement a 15 - 20 minute slot for teaching spellings in Y2 using the Derbyshire Spelling Toolkit.

Pupil Premium report data based.

End of KS1

2016

MATHS	EXP/EXP+		EXP +	
	School	National	School	National
All Pupils	67%	73%	36%	18%
Disadvantaged	43%	77%	14%	20%
Other	72%	77%	41%	20%

MATHS	EXP/EXP+		EXP +	
	School	National	School	National
All Pupils	76%		24%	
Disadvantaged	50%		8%	
Other				

Disadvantaged pupils achieved better than in the previous year but are below national.
 Of the 12 PP pupils 4 are SEN (2 with EHCP) and 1 EAL (arrived in Y1)
 These 4 pupils have made expected progress within their Maths with 2 EHCP pupils making accelerated progress through P LEVELS.

First Class Maths intervention is used.