

## Pupil Premium Summary Report 2018 - 2019

Overall, Pupil Premium (PP) pupils have made steady progress throughout the year, remaining within national average parameters of attainment, with girls doing slightly better than boys.

The Rising Stars MARK Progress Reports for reading (PiRA), mathematics (PUMA) and the Grammar, Punctuation, Spelling and Vocabulary (GaPS) Analysis Reports for autumn, spring and summer terms, show that PP pupils are achieving the national average or above in all areas, and any pupils who are below are still within national parameters) (PP Action Plan, area 1, SC 3)

The Individual Strategy Statements, the attendance and lateness records, and any records and/or observations noted by the class teacher and teaching assistants involved are scrutinised regularly. Analysis of results takes into account the number of PP pupils in each year group and notes any significant differences between boys' and girls' progress. (PP Action Plan, area 2, SC 1)

Attendance and punctuality were targeted in the spring term, with teachers raising concerns at the TLC (Teaching and Learning Consultation) meetings. This resulted in an improvement in attendance and punctuality for most of the targeted children, with 7 children and 1 family new to PP still causing concern.(PP Attendance and Punctuality Spring 2019) Their attendance and punctuality will continue to be monitored.

Regular discussions with class teachers regarding progress have taken place with reference to interventions and their effectiveness, with new targets and success criteria to be set in the autumn term. As most of the children are making steady progress, the focus has been on those whose results have dropped or who are deemed to be able to make progress at a higher rate. Recommendations have been proposed following analysis and discussions with class teachers. A review date of three weeks has been set for some pupils (normally six weeks). (PP Action Plan, area 1, SC 1)

### Summary for year ending 18-19

There are 53 PP pupils in the school.  
The table below summarises:

- The PUMA, PiRA and GaPS results compared to National Averages for Years 1, 3, 4 and 5.
- The SATs and TA results showing the number of PP pupils who have achieved or exceeded the expected standard (EXS and above).
- The number of PP pupils in Foundation Stage who have achieved their Early Learning Goals in reading, writing and maths.

42 pupils (79%) achieved the expected standard (EXS), or above for reading (PiRA), 40 (75%) for grammar, punctuation and spelling (GaPS) or writing (Yr 2 and 6), and 42 (79%) for mathematics (PUMA), or in Foundation Stage, achieved the Early Learning Goals.

Year	PiRA above Nat Av	GaPS above Nat Av	PUMA above Nat Av
1	4/4	4/4	4/4
3	10/10	9/10	10/10
4	7/10	6/10	6/10
5	8/11	8/11	7/11

	SATs/TA Reading EXS or above	SATs/TA Writing EXS or above	SATs/TA Maths EXS or above
2	4/5	4/5	5/5
6	7/10	7/10	7/10

	Early Learning Goal in Reading	Early Learning Goal in Writing	Early Learning Goal in Maths
F	2/3	2/3	2/3

79%	75%	79%
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Overall, results show steady progress in line with national averages or above.

### Actions

- Update Individual Summary Statements using data and recommendations made.
- Set new targets and plan necessary interventions.
- Check progress termly, using PUMA, PiRA and GaPS data, to ensure steady progress is maintained.
- Highlight pupils not making expected progress.