Impact of Pupil Premium – An Analysis of the Data

Using all of the tools at our disposal, we have taken an in-depth look at our KS2 data for 2015-16 to determine the impact of Pupil Premium on academic progress and attainment at Windmill Hill Primary School.

Figure 1 shows KS2 data for all children who have received Pupil Premium at any point from their inception at Windmill Hill Primary.

Figure 2 shows the data from a slightly different, and perhaps more telling, perspective. The data in this table shows the data for 'non-mobility' children.
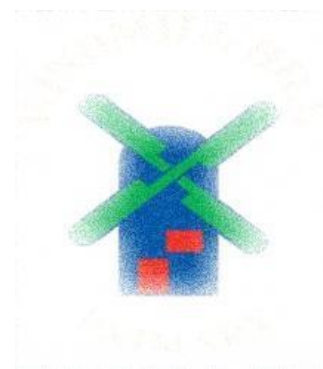
Figure 1: KS2 SATS Data for FSM (ever)

Subject	Expected Standard	National	Difference	Progress	Scaled Score
Maths	66.7%	70%	-2.3%	+2.65	99.9
Reading	53.3%	56%	-2.7%	+1.45	97.5
Writing	20%	74%	-54%	TA	n/a
Reading & Maths	53.3%	63%	-12.7%	+2.7	98.7
GPVS	60%	72%	-12%	n/a	99.1

➢ Children who have received Pupil Premium broadly fall in line with the national data for <u>reading and maths</u> when you view cohort inclusive of 'mobility' children. **The difference in % of children achieving the expected standard in reading and maths equates to less than one child (4.5%).**

➢ Inclusive of 'mobility' children, Pupil Premium children achieved an average scaled score of 98.8 (100 is the 'expected standard') in <u>reading, maths and GPVS.</u>

➢ As with the cohort as a whole, <u>writing</u> (in particular, developing children to be able to write to the 'expected standard') is an area for school development.

➢ On average children receiving pupil premium achieved greater than expected progress in both tested subjects where progress could be tracked (<u>reading and maths).</u>

Figure 2: Non-Mobility Children

Subject	Expected Standard	National	Difference	Progress	Scaled Score
Maths	72.7%	70%	+2.7%	+4.6	102
Reading	72.7%	56%	+16.7%	+4.22	100.45
Writing	27.3%	74%	-46.7%	TA	n/a
Reading & Maths	72.7%	63%	+9.7%	+4.41	101.23
GPVS	63.3%	72%	-8.7%	n/a	101.45

Figure 3: Mobility Children Only

Subject	Expected Standard	National	Progress	Scaled Score
Maths	50%	70%	-2.7	94
Reading	0%	56%	-6.18	89.5
Writing	0%	74%	TA	n/a
Reading & Maths	0%	63%	-4.75	91.8
GPVS	50%	72%	n/a	92.8

➢ Exclusive of 'mobility' children, Pupil Premium children perform **significantly** better in reading that the national data (+16.7% more children reached the 'expected standard').

➢ Exclusive of 'mobility' children, Pupil Premium children perform **significantly** better in reading and maths combined than pupils nationally (+9.7% more children reached the 'expected standard').

➢ Exclusive of 'mobility' children, Pupil Premium children achieved an average scaled score of >100 (the 'expected standard') in reading, maths and GPVS.

- The average scaled score across <u>reading, writing and maths</u> equates to **101.3.**

- Exclusive of 'mobility' children, Pupil Premium children made the most significant progress in <u>reading</u>, yet achieved the lowest average scaled score. An indicator of the progress needed to meet the 'expected standard'.

- Data illustrates that children who had been taught at our school for >2 years outperformed children who joined from Year 5 onwards – an indicator of the value added at Windmill Hill Primary.

- *Figure 3* clearly illustrates the need to look at results in context. Pupils who joined as late as year 6 (8 months before assessment) must be looked at differently to pupils who have been taught at Windmill Hill Primary throughout KS2.

- No pupil who spent lower KS2 elsewhere achieved the expected standard in <u>reading or writing</u> – an area for further scrutiny.

- Upon internal reflection and case study notes, it was highlighted that Pupil 'X', who joined in Year 5, made considerably less than expected progress (-13.81 in <u>Reading </u>and -13.74 in <u>Writing</u>). KS1 SATS Teacher Assessment was in stark contrast to the internal assessment upon inception at Windmill Hill Primary. Evidence was requested from previous school (to support their judgement and aid progress) but none was received. According to internal assessment, if Pupil 'X' was at the level suggested by the end of KS1 then their progress stalled significantly (and in some cases, the child had regressed) before joining our school. It is noted that this child was classified as SEN at previous school due to 'behaviour and exclusions'.