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 KS1 data for 2015-16 to determine the impact of Pupil Premium on academic progress and attainment at Windmill Hill Primary School.

Figure 1 shows KS1 data for all children who have received Pupil Premium at any point from their inception at Windmill Hill Primary.
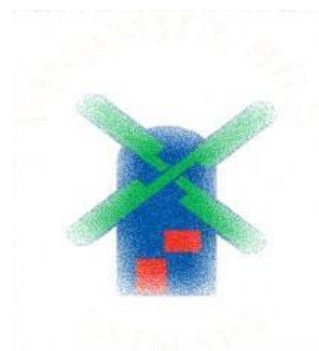
Figure 1: KS1 SATS Data for FSM (ever)

Subject	Expected Standard	Rest of Cohort	Number of PP children (ES)	Number of non PP children (ES)	Number of children PP (Below ES)	Number of non PP children (Below ES)	Difference	National	Difference
Maths	14%	60%	1	6	6	4	-46%	77%	-63%
Reading	29%	60%	2	6	5	4	-31%	78%	-47%
Writing	14%	40%	1	4	6	6	-30%	70%	-56%
Reading & Maths (Mean)	21.5%	60%	n/a	n/a	n/a	n/a	-39.5%	77.5%	-38%
Science	57%	90%	4	3	9	1	-33%	85%	-28%

The tables below show progress from EYFSP to KS1 Summative Assessment for **'Disadvantaged'** pupils:

Disadvantaged pupils		Key stage 1 reading							Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS reading	No data	0	0	0	0	0	0	0	0	0	44	-44	0	0	0	11	-11	0
	Emerging	0	0	2	1	1	0	4	1	25	39	-14	0	0	0	2	-2	0
	Expected	0	0	1	1	0	0	2	0	0	87	-87	-1	0	0	21	-21	0
	Exceeding	0	0	0	0	0	1	1	1	100	99	1	0	1	100	66	34	0
	Total	0	0	3	2	1	1	7	2	29	78	-49	-3	1	14	27	-13	0

Disadvantaged pupils		Key stage 1 writing							Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS writing	No data	0	0	0	0	0	0	0	0	0	38	-38	0	0	0	6	-6	0
	Emerging	0	0	2	2	0	0	4	0	0	33	-33	-1	0	0	1	-1	0
	Expected	0	0	1	1	1	0	3	1	33	83	-49	-1	0	0	14	-14	0
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	53	-53	0
	Total	0	0	3	3	1	0	7	1	14	70	-56	-3	0	0	16	-16	-1

Disadvantaged pupils		Key stage 1 mathematics								Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	0	2	2	0	0	4	0	0	40	-40	-1	0	0	2	-2	0
	Expected	0	0	1	1	1	0	3	1	33	87	-54	-1	0	0	20	-20	0
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	61	-61	0
	Total	0	0	3	3	1	0	7	1	14	77	-62	-4	0	0	20	-20	-1

➢ One pupil, who joined post EYFSP, was assessed as being 'PKF' in reading, writing and mathematics. This child was judged to be working at the 'expected standard' in EYFS by a school in a different county. Upon internal scrutiny, we, as a school, believe that the EYFSP judgement was not accurate. The child in question was assessed from inception and was not at that standard according to our professional judgement. His brother, who was also previously assessed in a different school, also arrived with inflated teacher assessment judgements and a KS1 SATS score that we found difficult to understand (based on numerous bouts of internal assessment). The school in question has been contacted numerous times as no evidence has ever been provided to support their judgement. The local authority has also been made aware of our thoughts on this matter.

➢ As a school, we have identified the need to bring further scrutiny upon children who are 'emerging' in EYFS. Not enough of our 'Disadvantage' children are progressing to the 'expected standard' in the 2 years post EYFSP compared with the national data. This will be looked at closely in the coming academic year.

➢ The only child in our school who exceeded the 'expected standard' in EYFS progressed to working at greater depth in KS1. Although the sample size is too small to extrapolate this further, it appears that the school are finding ways to stretch and challenge our most able children in the years which follow EYFS on route to the KS1 assessment period.

➢ If the data is adjusted to reflect the children who were assessed at Windmill Hill Primary for both EYFSP and KS1 SATS, 100% of 'Disadvantaged' children, who were at the expected EYFSP standard, would have made expected progress. An example of how that would affect our data using mathematics, it would look like this:

Disadvantaged pupils		Key stage 1 mathematics								Expected standard +					Greater depth				
Number of pupils		No data	BLW	PKF	WTS	EXS	GDS	Total	No.	Sch %	Nat other %	Diff %	Diff no.	No.	Sch %	Nat other %	Diff %	Diff no.
EYFS mathematics	No data	0	0	0	0	0	0	0	0	0	52	-52	0	0	0	10	-10	0
	Emerging	0	0	2	2	0	0	4	0	0	40	-40	-1	0	0	2	-2	0
	Expected	0	0	0	0	1	0	1	1	100	87	13	0	0	0	20	-20	0
	Exceeding	0	0	0	0	0	0	0	0	0	99	-99	0	0	0	61	-61	0
	Total	0	0	3	3	1	0	7	1	14	77	-62	-4	0	0	20	-20	-1

KS1 summary overall and by EYFSP early learning goals 2016

Windmill Hill Primary School (8762387)

For all and disadvantaged pupils (Dis)

Key				All	Dis
2+ pupils above national		National		Figure for national all	Figure for national other
1 pupil above national					
1 pupil below national		Attainment			
2+ pupils below national		expected or above		greater depth	

Reading

	A/D	All	Dis		All	Dis
Cohort	0	17	7		17	7
School %		47	29		24	14
National %		74	78		24	27
Difference %		-27	-49		0	-13

	Emerging All	Emerging Dis	Expected All	Expected Dis	Exceeding All	Exceeding Dis	Emerging All	Emerging Dis	Expected All	Expected Dis	Exceeding All	Exceeding Dis
Cohort	10	4	6	2	1	1	10	4	6	2	1	1
School %	40	25	50	0	100	100	0	0	50	0	100	100
National %	36	39	85	87	99	99	2	2	20	21	65	66
Difference %	4	-14	-35	-87	1	1	-2	-2	30	-21	35	34
Diff (no of pupils)	0	0	-2	-1	0	0	0	0	1	0	0	0

Writing

	A/D	All	Dis		All	Dis
Cohort	0	17	7		17	7
School %		29	14		0	0
National %		65	70		13	16
Difference %		-36	-56		-13	-16

	Emerging All	Emerging Dis	Expected All	Expected Dis	Exceeding All	Exceeding Dis	Emerging All	Emerging Dis	Expected All	Expected Dis	Exceeding All	Exceeding Dis
Cohort	12	4	5	3	0	0	12	4	5	3	0	0
School %	17	0	60	33	-	-	0	0	0	0	-	-
National %	30	33	82	83	98	99	1	1	13	14	52	53
Difference %	-13	-33	-22	-49	-	-	-1	-1	-13	-14	-	-
Diff (no of pupils)	-1	-1	-1	-1	-	-	0	0	0	0	-	-

Mathematics

	A/D	All	Dis		All	Dis
Cohort	0	17	7		17	7
School %		41	14		0	0
National %		73	77		18	20
Difference %		**-31**	**-62**		**-18**	**-20**

	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	11	4	6	3	0	0	11	4	6	3	0	0
School %	27	0	67	33	-	-	0	0	0	0	-	-
National %	36	40	86	87	99	99	2	2	18	20	59	61
Difference %	-9	-40	-19	-54	-	-	-2	-2	-18	-20	-	-
Diff (no of pupils)	**0**	**-1**	**-1**	**-1**	-	-	**0**	**0**	**-1**	**0**	-	-

➢ In terms of progress from EYFSP to KS1 teacher assessment, 'Disadvantaged' children perform similarly to the rest of the cohort across the 3 main subject areas (Maths, Reading and Writing). Roughly, the difference between the numbers of children progressing to the expected standard is -1 when compared to national data.