**Limpsfield Junior School Review of Pupil Premium Outcomes 2016/2017**

**This report provides information on the impact of the 2016/2017 pupil premium strategy for Limpsfield Junior School. It should be read in conjunction with the 2016/2017 Limpsfield Junior School Pupil Premium Strategy (available on the school website).**

**Table 1: 2017 End of Ks2 Outcomes- Progress**

|  |  |
| --- | --- |
|  | **Progress** |
|  | **Reading** | **Writing** | **Maths** |
| **Limpsfield** | -1.08 | +0.42 | +0.72 |
| **Disadvantaged (Limpsfield)** | -2.73 | +0.24 | -0.36 |
| **Other (National)** | +0.33 | +0.17 | +0.28 |
| **Difference (Limpsfield Disadvantaged to National Other)** | -3.06 | +0.07 | -0.64 |

Table 1 indicates that Limpsfield pupil premium children do better than national in regards to writing and are close to national in maths. In 2017 there was a significant gap between the Limpsfield pupils in receipt of pupil premium and other children nationally. This is an identified priority in the School Improvement Plan.

**Table 2: 2017 End of Ks2 Outcomes- Attainment\***

|  |  |
| --- | --- |
|  | **% of pupils at Expected Standard +** |
|  | **Reading** | **Writing** | **Maths** | **R,W&M** |
| **Disadvantaged** | 46% | 54% | 54% | 43% |
| **Other (school)** | 74% | 74% | 81% | 68% |
| **Difference** | -28% | -20% | -27% | 25% |
| **Other (national)** | 77% | 81% | 80% | 67% |
| **Difference** | -31% | -27% | -26% | -24% |

**\*These outcomes are un-validated and will change slightly as a result of 1 discount**

**Table 3: 2017 Pupil Premium Attainment Breakdown**

|  |  |
| --- | --- |
|  | **% of pupils at Expected Standard +** |
|  | **Reading** | **Writing** | **Maths** |
| **PP (8)** | 88% | 100% | 88% |
| **PP+SEND (4)** | 25% | 25% | 25% |
| **PP+EAL (12)** | 50% | 58% | 58% |
| **PP+EAL+SEND (2)** | 0% | 0% | 0% |
| **No barriers (12)** | 83% | 92% | 92% |
| **Other (national)** | 77% | 81% | 80% |

Table 2 shows that the percentage of disadvantaged children achieving at least the expected standard nationally was significantly below the figure for ‘other’ children nationally in all areas.

Table 3 is a further breakdown of children in receipt of Pupil Premium and takes into account other barriers that they may have in regards to learning. Outcomes clearly show that for the children who were identified as exclusively Pupil Premium, outcomes were high in all areas, 88%, 100%, 88%- in Reading, Writing and Maths. In all areas the percentage was above those for children identified as having no barriers and above for ‘others’ nationally.

Where children have an additional barrier to learning above pupil premium then there is a significant drop in those achieving national expectations. Of the four children who were identified as having SEND and in receipt of Pupil Premium, only one achieved national. Two of the children had Educational Health Care plans and the third had identified learning difficulties. Of the children identified as having EAL as an additional barrier to Pupil Premium, 4 identified as not achieving national were from vulnerable groups. None of the children identified as having three barriers to learning achieved national (although this was a cohort of only 2).

**Progress Outcomes for the 2015/2016 Years 3, 4 and 5 pupil cohorts**

Progress for pupils in years 3, 4 and 5 is based on the children progressing through a series of statements that are linked to the national curriculum. The number of statements achieved is linked to steps. We are generally looking for the children to make 3 steps progress a year.

**Year 3**

|  |  |
| --- | --- |
|  | **Progress in Steps** |
|  | **Reading** | **Writing** | **Maths** |
| **Disadvantaged (24 pupils)** | +2.7 | +2.8 | +3 |
| **School Other (36 pupils)** | +2.6 | +2.7 | +2.9 |
| **Difference** | +0.1 | +0.1 | +0.1 |

Overall, progress outcomes for Y3 pupils in receipt of pupil premium was slightly higher than other pupils in school.

**Year 4**

|  |  |
| --- | --- |
|  | **Progress in Steps** |
|  | **Reading** | **Writing** | **Maths** |
| **Disadvantaged** | +2.7 | +2.7 | +2.9 |
| **Other (school)** | +2.6 | +2.8 | +2.6 |
| **Difference** | +0.1 | +0.1 | +0.3 |

Overall, progress outcomes for Y4 pupils in receipt of pupil premium was slightly higher than other pupils in school.

**Year 5**

|  |  |
| --- | --- |
|  | **Progress in Steps** |
|  | **Reading** | **Writing** | **Maths** |
| **Disadvantaged** | +2.8 | +2.9 | +3 |
| **Other (school)** | +3.4 | +3.4 | +3.1 |
| **Difference** | -0.6 | -0.5 | -0.1 |

Progress outcomes for Y5 pupils in receipt of pupil premium was below other pupils in school in all areas. The difference is greater in reading and writing than it is in maths.

**Attainment Outcomes for the 2015/2016 Years 3, 4 and 5 pupil cohorts**

To measure the attainment of pupils the school looks at those who are being taught an age related curriculum as a percentage of the whole pupil cohort.

**Year 3**

|  |  |
| --- | --- |
|  | **% on Age Related Curriculum** |
|  | **Reading** | **Writing** | **Maths** |
| **Disadvantaged** | 63% | 70% | 71% |
| **Other (school)** | 83% | 87% | 94% |
| **Difference** | -20% | -17% | -23% |

At the end of Y3 there was a significant gap in attainment across all areas between those children identified as disadvantaged and other children in school.

**Year 4**

|  |  |
| --- | --- |
|  | **% on Age Related Curriculum** |
|  | **Reading** | **Writing** | **Maths** |
| **Disadvantaged** | 68% | 77% | 82% |
| **Other (school)** | 76% | 78% | 86% |
| **Difference** | -8% | -1% | -4% |

In Y4 the difference is most pronounced in reading maths with the number of disadvantaged pupils on an age related curriculum for writing and maths not far below other pupils in school.

**Year 5**

|  |  |
| --- | --- |
|  | % on Age Related Curriculum |
|  | Reading | Writing | Maths |
| Disadvantaged | 67% | 71% | 67% |
| Other (school) | 82% | 77% | 82% |
| Difference | -15% | -6% | -15% |

For the Y5 pupils, the gap between disadvantaged pupils and other pupils is greatest in reading and maths.

**Attendance Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Whole school attendance** | **Pupil Premium Attendance** | **Difference** |
| **2014/2015** | **95%** | **93.3%** | **-1.7%** |
| **2015/2016** | **95.8%** | **93.8%** | **-2%** |
| **2016/2017** | **95.2%** | **93%** | **-2.2%** |

Attendance data for the 2016/2017 academic year shows a drop for those children in receipt of pupil premium over the previous years. There was a significant impact on the 2016/2017 attendance data at the beginning of the academic year which the school worked hard to address throughout the year.

**Persistent Absence 2015/2016**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Number of pupils who met absence threshold | % of pupils who met absence threshold | Number of other pupils who met absence threshold | % of other pupils who met absence threshold  | Number of Pupil Premium pupils who met absence threshold | % of Pupil Premium pupils who met absence threshold |
| 2015/2016 | 35 | 14% | 14 | 6% | 21 | 8% |
| 2016/2017 | 30 | 12% | 13 | 5% | 17 | 7% |
| **Difference** | **-5** | **-2%** | **-1** | **-1%** | **-4** | **-1%** |

The number of pupil premium children identified as meeting the persistent absence threshold (attendance at 90% or below) fell in 2016/2017.

**Wider Outcomes**

The wider outcomes for pupil premium included:

* **Broadening pupils experiences through participation in clubs and extracurricular activities including sports and physical activities, cooking and healthy lifestyles, charities, music, drama**
* **Providing children with a broader understanding of the world through meaningful curriculum experiences**
* **Progress in identified barriers to learning including speech and language and social, emotional**
* **The development of social skills and empathy**