

PUPIL PREMIUM IMPACT REPORT 2017-2018

- The school was in the top 20% of all schools for the proportion of FSM (52.2%).
- The percentage of FSM in year 6 (74%) was higher than all other year groups.
- The percentage of FSM in year 2 (45%) was lower than all other year groups.
- There were two children looked after in the school.

KEY STAGE 2 PERFORMANCE

68% of all Y6 pupils reached the expected standard in reading, writing and mathematics. 67% of disadvantaged pupils also reached this standard. This is a difference of -1%

ATTAINMENT

READING				
ALL PUPILS	DISADVANTAGED PUPILS	NON-DISADVANTAGED PUPILS	DIFFERENCE	COMMENTS
78% working at the Expected Standard	80% working at Expected Standard	73% working at the Expected Standard	+2% / +7%	Disadvantaged pupils performed better than their non-disadvantaged peers in Reading. PPG money was used well to support disadvantaged pupils for reading, however this work was most successful in securing expected standards; more non-disadvantaged pupils achieved the higher standard.
32% working at a Higher Standard	30% working at a Higher Standard	36% working at a Higher Standard	-2% / -6%	

WRITING				
ALL PUPILS	DISADVANTAGED PUPILS	NON-DISADVANTAGED PUPILS	DIFFERENCE	COMMENTS
73% working at the Expected Standard	67% working at Expected Standard	91% working at the Expected Standard	-6% / -24%	Disadvantaged pupils performed more poorly than their non-disadvantaged peers in Writing. <u>There is a significant difference here.</u> PPG money was not used effectively to support this work. The difference in the number of pupils working at greater depth was not as significant; however fewer children in total managed to reach this standard.
15% working at a greater depth	13% working at a greater depth	18% working at a greater depth	-2% / -5%	

MATHS

ALL PUPILS	DISADVANTAGED PUPILS	NON-DISADVANTAGED PUPILS	DIFFERENCE	COMMENTS
76% working at the Expected Standard	77% working at Expected Standard	73% working at the Expected Standard	+1% / +4%	Disadvantaged pupils performed better than their non-disadvantaged peers in Maths. PPG money was used well to support disadvantaged pupils for maths, however this work was most successful in securing expected standards; more non-disadvantaged pupils achieved the higher standard than those in receipt of the PPG. <u>There is a significant difference in performance here.</u>
22% working at a Higher Standard	17% working at a Higher Standard	36% working at the Higher Standard	-5% / -19%	

GRAMMAR, SPELLING & PUNCTUATION

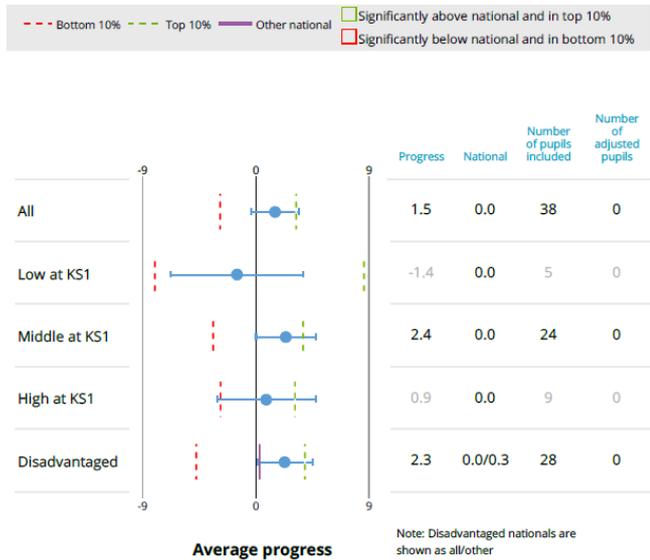
ALL PUPILS	DISADVANTAGED PUPILS	NON-DISADVANTAGED PUPILS	DIFFERENCE	COMMENTS
71% working at the Expected Standard	70% working at Expected Standard	73% working at the Expected Standard	-1% / -3%	Disadvantaged pupils performed similarly to their non-disadvantaged peers in GPS. PPG money was used well to support disadvantaged pupils for GPS. Pupils in receipt of the PPG also did better than their non-disadvantaged peers at securing higher standards. <u>There is a significant difference in performance here.</u> This is a great achievement and lessons should be learned from this in order to improve practice for other subjects.
27% working at a greater depth	30% working at a greater depth	18% working at a greater depth	+3% / +12%	

Key Questions:

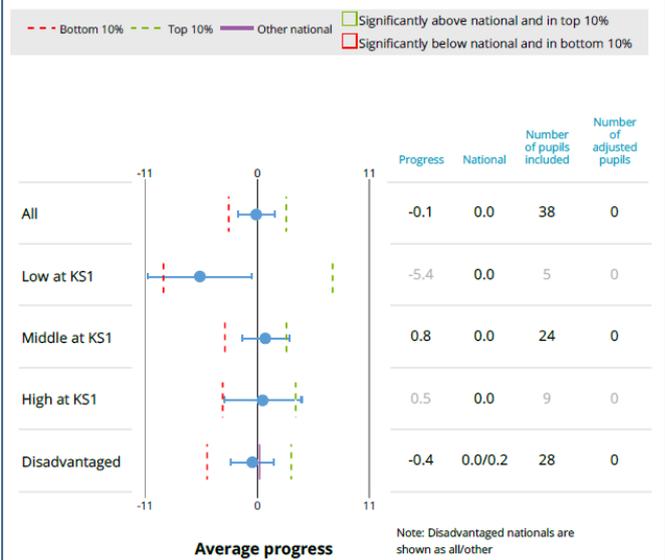
- 1. What support was offered for PP pupils in the area of GPS? Why did so many manage to reach the higher standard? Can a similar approach be given to other subjects to help secure higher standards in these?**
- 2. Why is there such a gap in performance for PPG and non-PPG pupils in the area of writing? What can be done in preparation for the 2019 tests in order to help improve this situation?**

PROGRESS MEASURES IN READING, WRITING AND MATHS

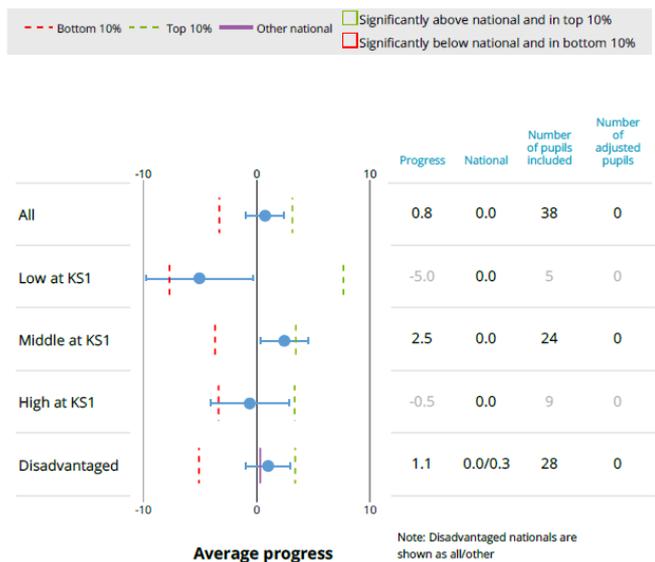
Reading progress in 2018



Writing progress in 2018



Mathematics progress in 2018



Progress for disadvantaged pupils was higher in 2018 than those published for all pupils. This is a much-improved picture from 2017. Disadvantaged pupils also performed better than national figures, particularly for Reading and for Mathematics.

Pupil Premium At Key Stage 1

Disadvantaged pupils did not perform as well as their KS1 peers in Reading, Writing and Maths. School needs to analyse this information carefully and reflect on the work being done in KS2. The much-smaller percentage of pupils in receipt of the PPG in Year 2 did mean that there was less money available to spend here, however the figures below show that more needs to be done to support the pupils at the end of Key Stage 1, especially considering that in 2017 disadvantaged KS1 pupils performed better than their non-disadvantaged peers in all 3 areas.

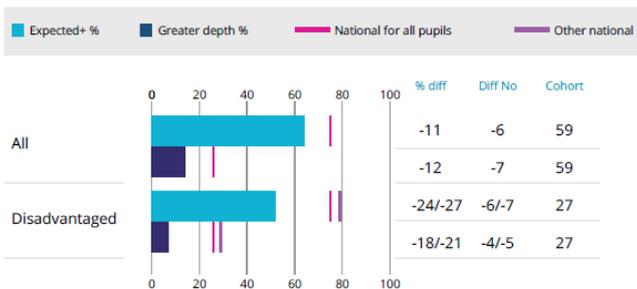
Key stage 1 in 2018

Ofsted

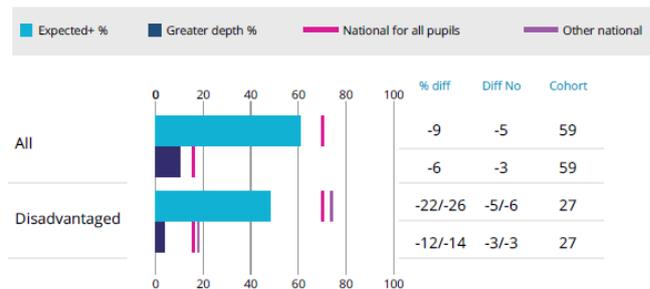
Primrose Hill Primary School and Children's Centre

URN: 129466 LAESTAB: 3553803

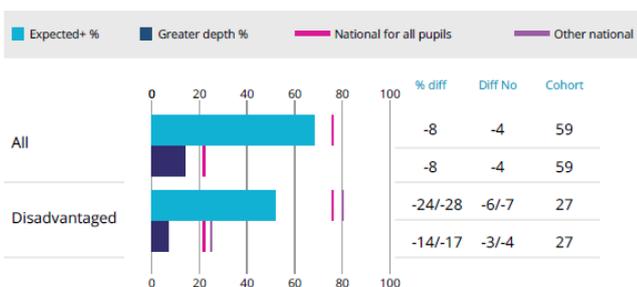
Reading



Writing



Mathematics



Science

