

PUPIL PREMIUM IMPACT REPORT 2018-2019

- The school was in the top 20% of all schools for the proportion of FSM
- The percentage of FSM in year 6 for 2019 was 61%
- The percentage of FSM in year 2 for 2019 was 55%
- There were two looked after children in the school.

School and local context

School level

		2017	2018	2019	Low Q5	Quintile Q4	High Q3	Q2	Q1
Number on roll	Sch	396	405	427	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	50	52	48	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	19.2	18.3	22.2	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	1.0	1.5	1.6	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	36	37	37	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	79	78	80	■	■	■	■	■
	Nat	86	86	86					

Local area

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Ethnicity

- This school has 16 out of 17 possible ethnic groups. Those with 5% or more are:
 - 48%: White - British
 - 9%: Black or Black British - African
 - 8%: Any other ethnic group
 - 7%: White - any other White background
 - 6%: Mixed - any other mixed background

KEY STAGE 2 PERFORMANCE

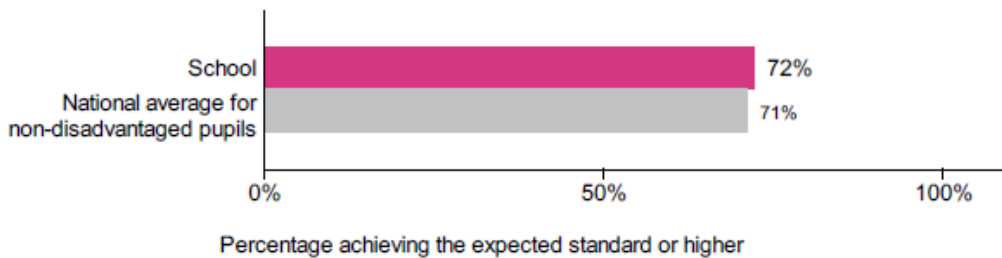
61% of all Y6 pupils reached the expected standard in reading, writing and mathematics.
72% of disadvantaged pupils also reached this standard. This is a difference of +11%;
this figure is also above National averages for disadvantaged pupils:

ATTAINMENT

Reading, writing and maths combined

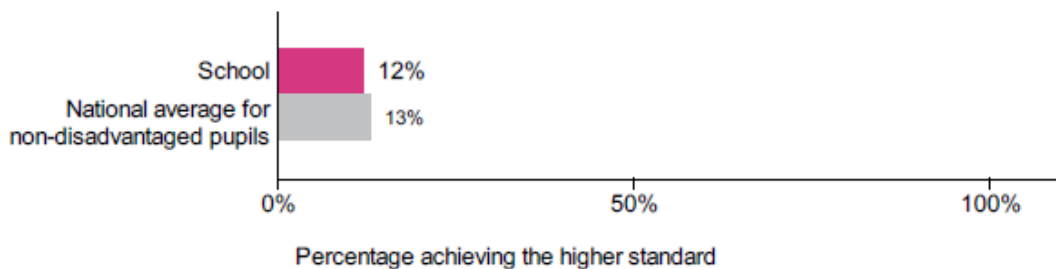
Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 25



Percentage of disadvantaged pupils achieving the higher standard

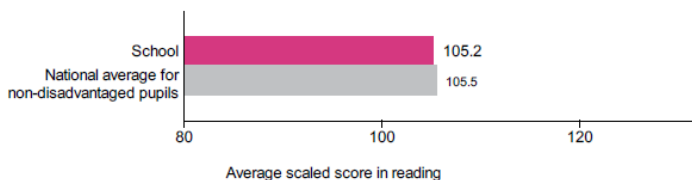
Number of disadvantaged pupils = 25



Average scaled score for disadvantaged pupils in:

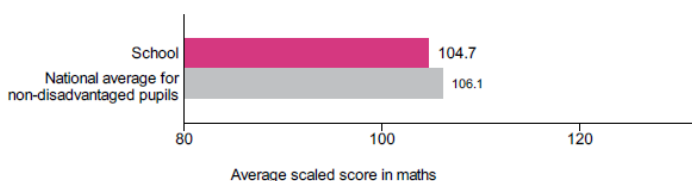
Reading

Number of disadvantaged pupils = 25



Maths

Number of disadvantaged pupils = 25



Average scaled scores for disadvantaged pupils were just 0.3 lower than the national average for reading. Disadvantaged pupils here did not do quite as well with their maths (a difference of -1.4)

Disadvantaged scaled scores for 2019 are higher for pupils at Primrose Hill than non-disadvantaged: 105.2 vs 103.6 for Reading, 104.7 vs 103.7 for Maths

PROGRESS

Average progress for disadvantaged pupils in reading, writing and maths

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	3.25	1.84	1.66
Confidence interval	0.8 to 5.7	-0.4 to 4.1	-0.5 to 3.8
Number of disadvantaged pupils	24	24	24
Disadvantaged pupils with adjusted scores	0	1	1
National average for non-disadvantaged pupils	0.32	0.27	0.37

Progress for disadvantaged pupils was higher in 2019 than those published for all pupils. This is a much-improved picture from 2017 and the second consecutive year that these scores have improved.

KEY STAGE 2 HEADLINES : ATTAINMENT OF DISADVANTAGED COMPARED TO NON-DISADVANTAGED PUPILS

Subject	Non-disadvantaged % reaching at least the expected standard	Disadvantaged % reaching at least the expected standard
Reading	73%	80%
Writing	70%	80%
Maths	76%	76%

Key Questions:

- 1. Why do pupils in receipt of the PPG do better at reading and writing than their non-PPG peers? What lessons can be learned to help benefit all pupils?**

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 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, however the differences in performance for reading has diminished by over 50% when compared to 2018 scores.

Subject	Non-Disadvantaged pupils reaching at least the expected standard	Non-Disadvantaged pupils reaching at least the expected standard	Difference	Comparison to 2018 scores
<u>Reading</u>	62%	53%	9%	Decrease in difference by 8%
<u>Writing</u>	62%	47%	15%	Increase in difference by 3%
<u>Maths</u>	65%	50%	15%	Increase in difference by 1%

Key Questions:

- 1. Why do pupils in receipt of the PPG do so poorly at KS1 – particularly maths? What needs to be addressed in order to further decrease the gap between the performance of PPG and non-PPG pupils?**