

Diminishing the Difference

Charnwood Primary Academy 2018

- The attainment of key groups throughout Years 1-6 is attached.
- This table shows % difference between PP and Non-PP attaining at or above expected levels at the end of each term.
- Where Pupil premium children are attaining better than their peers they are in green, Where they perform below their peers the numbers are in red

Reading

Year Group		Autumn 2017	Spring 2018	Summer 2018	Diminished	adjusted
Year 1		27%	28%	31		
Year 2		32%	14%	34		
Year 3		0%	5%	20		0%
Year 4		22%	11%	9		
Year 5		41%	43%	49		
Year 6		35%	31%	18		

Writing

Year Group	Autumn 2017	Spring 2018	Summer 2018	Diminished?	
Year 1	14%	24%	31		
Year 2	18%	14%	19		
Year 3	5%	10%	20		0%
Year 4	45%	11%	9		
Year 5	21%	36%	43		
Year 6	19%	10%	12		

Maths

Year Group		Autumn 2017	Spring 2018	Summer 2018	Diminished?
Year 1		23%	32%	40	
Year 2		41%	20%	19	
Year 3		0%	7%	20	
Year 4		22%	22%	29	
Year 5		62%	62%	67	
Year 6		23%	17%	7	

Commentary

Maths is the most positive story throughout school with 3 classes diminishing the difference and one showing that it has not at least widened.

The overall story shows that those year groups which benefited from extensive intervention have diminished the difference more successfully than those who have not (Year 2 and Year 6)

Year 4 pupils premium cohort is unusual as there are several higher achievers in this class who are in receipt of pupil premium and this results in a positive picture for the class. However in both writing and reading the difference has got smaller meaning that as the rest of the class attain higher particular attention should be paid to stretch and challenge for these pupils to ensure they attain well.

The picture in year 3 is notably poor however this data is effected by the addition of 2 new pupil premium pupils in summer term both of whom are attaining just below ARE. They did have EYFS data of Emerging. They account for 20% of the pupil premium cohort in this class and if data were adjusted then the difference would have remained static for the year.

Actions

- As part of pupil progress meetings all pupil premium pupils not meeting progress targets are targeted to have intervention at least once a week with teacher or TA – this can form part of the teaching session but must be noted on the interventions timetable for that term.
- To ensure that data levels are in agreement moderation will take part in Autumn 1 term between year group teachers.
- In the next funding review pupil premium spending will be allocated and spent in a more targeted and individual manner looking at needs and individual barriers to learning for pupil premium pupils. Where intervention is required this will be planned with class teachers and TA support/direct teaching will be paid through PP funding across all groups not just targeted at end of key stage. Teachers will choose 2 pupil premium child each half term for intervention in this manner with specific objective targets.
- Whole school focus on writing to support PP pupils.