



Impact Report of Disadvantaged Pupil Data 2017/2018

Autumn Term Data 2017 / Review										
Year Group	Number / % who are disadvantaged	Reading			Writing			Maths		
		Dis	Non		Dis	Non		Dis	Non	
Y1	12/32 - 37.5%	53%	80%	-27%	53%	80%	-27%	46%	80%	-34%
Y2	15/57 - 26%	60%	62%	-2%	100%	95%	+5%	53%	45%	+8%
Y3	12/45 - 26.6%	28.5%	64.5%	-36%	36%	77%	-41%	14%	12%	+2%
Y4	13/48 - 27%	43%	47%	-4%	43%	41%	+2%	57%	47%	+10%
Y5	18/42 - 43%	67%	61.5%	+6.5	60%	42%	+18%	93%	88%	+5%
Y6	20 / 34 - 59%	47%	73%	-26%	52%	80%	-28%	68%	86%	-18%
		GLD								
FS2	6	0%		60%						

Notes:

Gap between disadvantaged and non-disadvantaged to be reviewed during the next data collection cycle in Spring 2. Cultural literacy is a barrier to many disadvantaged pupils due to poor literacy skills at home. Greater emphasis is being placed on pupils being able to access books for pleasure.
 % of pupils who are disadvantaged and SEN: Y1 – 16% of disadvantaged pupils are SEN; Y3 - 25% of disadvantaged pupils are SEN; Y4 - 15% of disadvantaged pupils are SEN; Y5 - 5% of disadvantaged pupils are SEN and Y6 - 20% of disadvantaged pupils are SEN.
 Impact to be measured in cycle 2.



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Spring Term Data 2018 / Review										
Year Group	Number / % who are disadvantaged	Reading			Writing			Maths		
		Dis	Non		Dis	Non		Dis	Non	
Y1	12/32 - 37.5%	66.6% ↑ of 13.6%	76% ↓ of 4%	10% Gap closing by 17%	75% ↑ of 22%	81% ↑ of 1%	-6% Gap closing 21%	83% ↑ of 17%	86% ↑ of 6%	-3% Gap closing by 31%
Y2	15/57 - 26%	69% ↑ of 9%	68% ↑ of 6%	+1% Gap closing by 3%	63% ↓ of 37%	58% ↓ of 37%	+5%	63% ↑ of 10%	68% ↑ of 23%	-5% gap ↑
Y3	12/45 - 26.6%	36% ↑ of 7.5%	58% ↓ of 7%	-22% gap closing by 14%	36% Equal	64.5% ↓ of 12.5%	-28.5% Gap closing	36% ↑ of 22%	64.5% ↑ of 52.5%	-28.5% Gap ↑
Y4	13/48 - 27%	69% ↑ of 26%	64% ↑ of 17%	+5% Gap closing 9%	54% ↑ of 11%	52% ↑ of 11%	+2% Gap equal	69% ↑ of 12%	67% ↑ of 20%	+2% Gap closing by 8%
Y5	18/42 - 43%	80% ↑ of 13%	72% ↑ of 10.5%	+8	73% ↑ of 13%	76% ↑ of 24%	-3% Gap closing	73% ↓ of 20%	76% Dec 14%	-3%
Y6	20 / 34 - 59%	53% ↑ of 6%	80% ↑ of 7%	-27%	58% ↑ of 6%	67% ↓ of 13%	-9% Gap closing	58% ↓ of 10%	87% ↑ of 1%	19%
		GLD								
FS2	7	0%		85%						



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Notes:

The Spring data shows that the % of pupils on track to achieve ARE or above in reading has increased across every year group. This will be attributed to good or better teaching of literacy / reading skills and demonstrates the impact of the power of reading and the teaching of phonics. The effective deployment of additional adults to intervene effectively with dis-advantaged pupils has had a positive impact. This includes the introduction of precision teaching at the beginning of January 2018. The gap between disadvantaged and non-disadvantaged is closing across all year groups in reading from the autumn term.

The Spring data shows that the % of pupils on track to achieve ARE or above in writing has increased across nearly every year group across the school, this is due to good or better teaching of writing skills with a greater focus on the teaching of spelling and presentation of work. The power of reading has had a positive impact as disadvantaged pupils have been exposed to a richer cultural literacy diet. In Y2 a small group of disadvantaged pupils with social and emotional issues have made progress and their readiness to learn has increased due to the impact of the Wellbeing Team who are able to target key disadvantaged families.

The Spring data shows that the % of pupils on track to achieve ARE or above in maths has increased across KS1 and LKS2 as mastery maths is embedded. Across the school this is due to good or better teaching of mastery mathematical skills.

The Wellbeing Team and Attendance Officer have had a positive impact as pupils are ready to learn due to the interventions put into place including art therapy / ELSA / targeted support for very vulnerable families. Attendance figures for disadvantaged pupils has stabilised.



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Summer Term Data 2018 / Review									
Year Group	Number / % who are disadvantaged	Reading		Writing		Maths			
		Dis	Non		Dis	Non	Dis	Non	
Y1	12/32 - 37.5%	67% =	81% ↑		67% ↓	81% =	83% =	90% ↑	
Y2	15/57 - 26%	77% ↑	71% ↑		77% ↑	69% ↑	77% ↑	74% ↑	
Y3	12/45 - 26.6%	50% ↑	74% ↑		43% ↑	74% ↑	50% ↑	81% ↑	
Y4	13/48 - 27%	71% ↑	57% ↓		50% ↓	46% ↓	71% ↓	63% ↓	
Y5	18/42 - 43%	53% ↓	56% ↓		53% ↓	52% ↓	65% ↓	68% ↓	
Y6	20 / 34 - 59%	50% ↓			45% ↓		25% ↓		
		GLD							
FS2	7	89%	63%						



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Notes:

End of academic year data shows that the % of pupils at ARE or above for RWM has continued to increase from FS through to the end of Y3. Showing a real strength in terms of pupils in receipt of a solid foundation. This will be attributed to good or better teaching of literacy and reading skills and demonstrates the impact of the power of reading and the teaching of phonics combined with a greater focus on the teaching of spelling and presentation of beautiful work. The effective deployment of additional adults to intervene effectively with dis-advantaged pupils has had a positive impact. This includes the introduction of precision teaching at the beginning of January 2018. Attainment for disadvantaged pupils in Y4-Y6 highlights the learning gaps which are evident from inconsistent teaching historically.

The power of reading has had a positive impact as disadvantaged pupils have been exposed to a richer cultural literacy diet. In Y2 a small group of disadvantaged pupils with social and emotional issues have made progress and their readiness to learn has increased due to the impact of the Wellbeing Team who are able to target key disadvantaged families.

The % of pupils on track to achieve ARE or above in maths has increased across FS, KS1 and LKS2 as mastery maths is embedded. This is due to good or better teaching of mastery mathematical skills.

The Wellbeing Team and Attendance Officer have had a positive impact as pupils are ready to learn due to the interventions put into place including art therapy / ELSA / targeted support for very vulnerable families. Attendance figures for disadvantaged pupils has stabilised.



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Attendance – Overview for the academic year

Overall for the whole school attendance is 95%. Persistent absenteeism which was highlight during the Ofsted inspection for disadvantaged pupils has been monitored very closely. Since September there has been a steady decline from 19.6% to 14%. This is attributed to a number of initiatives. These include the following:

- Early Bird and Rock Up Rooster initiative to support pupils coming into school on time in the morning.
- Breakfast Club as an offer for key families to encourage them to get their child/ren into school on time and not having to worry about organising breakfast at home. This has been particularly successful for the traveller families and other families who have a distance to travel in the morning via public transport.
- Attendance is now part of performance management for teachers to raise awareness of pupils who attendance is 90% or below.
- Celebration letters sent home to parents whose child's attendance was 90% or below and there has been an improvement.
- Class attendance of 100% per week the class is awarded with a tray of flapjack. The class with the highest weekly attendance receives an additional 10 minutes playtime.
- Termly certificates for 100% attendance.
- Pupils who achieve 100% attendance for the whole year will receive a trip to Gelatos for ice cream.



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Attendance – Overview for the Spring Term

Persistent Absenteeism

Overall attendance for the whole school is 95.6%. Persistent absenteeism has reduced further from 13.2% to 12.7%. Persistent absenteeism for disadvantaged pupils is 14% which is a reduction of 3.75% since September.

Group	2015/16	2016/17	2017/18 End of academic year
Overall	95.8%	95.7%	95.1%
EAL	95.8%	95.8%	95.4%
SEND	94.5%	93.2%	95%
Pupil Premium	95.1%	94.3%	94%
Non Pupil Premium	96.2%	96.5%	96%