

Outcomes 2017/18 from starting points (internal data)

Year 3

Expected progress from starting points - Reading			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 10 pupils (62.5%)	At ARE 1 pupil (6.25%)	Above ARE 5 pupils (31.25%)
Above ARE 4 pupils (25%)			4 pupils (100% of pupils starting above)
At ARE 3 pupils (18.75%)	1 pupil (33.3% of pupils starting at expected)	1 pupil (33.3% of pupils starting at expected)	1 pupil (33.3% of pupils starting at expected)
Below ARE 9 pupils (56.25%)	9 pupils (100% of pupils starting below)		

Context

- 5x pupils SEND (2x EHCP and 3x SEND Support)
- 2x pupils LAC

Commentary

- All disadvantaged pupils made at least good progress from their starting points, with the exception of one pupil in maths and one in reading.
- Out of those pupils working below ARE at KS1, 5 pupils were working at PKF in reading, writing and maths – significantly below ARE. All three made better than expected progress in all subjects.

Expected progress from starting points - Writing			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 10 pupils (62.5%)	At ARE 4 pupils (25%)	Above ARE 2 pupils (12.5%)
Above ARE 2 pupils (12.5%)		1 pupil (50% of pupils starting above)	1 pupil (50% of pupils starting above)
At ARE 4 pupils (18.75%)		3 pupils (75% of pupils starting at expected)	1 pupil (25% of pupils starting at expected)
Below ARE 10 pupils (62.5%)	10 pupils (100% of pupils starting below)		

Expected progress from starting points - Maths			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 11 pupils (68.75%)	At ARE 3 pupils (18.75%)	Above ARE 2 pupils (12.5%)
Above ARE 2 pupils (12.5%)		1 pupil (50% of pupils starting at above)	1 pupil (50% of pupils starting at above)
At ARE 3 pupils (18.75%)		2 pupils (66.7% of pupils starting at expected)	1 pupil (33.3% of pupils starting at expected)
Below ARE 11 pupils (68.75%)	11 pupils (100% of pupils starting below)		

Next steps

- Ensure provision is matched to need for the pupils in reading, writing and maths who are not making expected progress (2 pupils)
- Continue rigour in tracking and acting on needs of disadvantaged pupils.

Year 4

Expected progress from starting points - Reading			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 3 pupils (27.27%)	At ARE 7 pupils (63.63%)	Above ARE 1 pupil (9.09%)
Above ARE 1 pupils (9.09%)		1 pupils (100% of pupils starting above)	
At ARE 8 pupils (72.72%)	1 pupil (12.5% of pupils starting at expected)	6 pupils (75% of pupils starting at expected)	1 pupil (12.5% of pupils starting at expected)
Below ARE 2 pupils (18.18%)	2 pupils (100% of pupils starting below)		

Context

- 1x pupil SEND EHCP
- 4x pupils LAC

Commentary

- All disadvantaged pupils made at least good progress from their starting points, with the exception of two pupils in maths and reading.

Expected progress from starting points - Writing			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 3 pupils (27.27%)	At ARE 7 pupils (63.63%)	Above ARE 1 pupil (9.09%)
Above ARE 0 pupils (12.5%)			
At ARE 7 pupils (63.63%)		6 pupils (85.71% of pupils starting at expected)	1 pupil (14.28% of pupils starting at expected)
Below ARE 4 pupils (36.26%)	3 pupils (75% of pupils starting below)	1 pupil (25% of pupils starting below)	

Next steps

- Ensure provision is matched to need for the two pupils in reading and maths who are not making expected progress (same 2 pupils)
- Extend provision and support further so pupils make better than good progress in the upper school

Expected progress from starting points - Maths			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 3 pupils (27.27%)	At ARE 7 pupils (63.63%)	Above ARE 1 pupil (9.09%)
Above ARE 1 pupil (9.09%)		1 pupil (50% of pupils starting at above)	
At ARE 7 pupils (63.63%)	1 pupil (14.28% of pupils starting at expected)	5 pupils (71.42% of pupils starting at expected)	1 pupil (14.28% of pupils starting at expected)
Below ARE 3 pupils (27.27%)	2 pupils (66.7% of pupils starting below)	1 pupil (33.3% of pupils starting at expected)	

Year 5

Expected progress from starting points - Reading			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 1 pupil (10%)	At ARE 7 pupils (70%)	Above ARE 2 pupils (10%)
Above ARE 3 pupils (30%)		1 pupils (33.3% of pupils starting above)	2 pupils (66.7% of pupils starting above)
At ARE 6 pupils (60%)		6 pupils (100% of pupils starting at expected)	
Below ARE 1 pupils (10%)	1 pupils (12.5% of pupils starting below)		

Context

- 1x pupil SEND Support
- 1x pupil LAC

Commentary

- All disadvantaged pupils made at least good progress from their starting points, with the exception of two pupils in reading, writing and maths

Expected progress from starting points - Writing			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 2 pupils (20%)	At ARE 7 pupils (70%)	Above ARE 1 pupil (10%)
Above ARE 0 pupils			
At ARE 9 pupils (90%)	1 pupil (11.1 of pupils starting below)	6 pupils (66.66% of pupils starting at expected)	2 pupils (22.22% of pupils starting at expected)
Below ARE 1 pupils (10%)	1 pupils (12.5% of pupils starting below)		

Next steps

- Ensure provision is matched to need for the two pupils in reading, writing and maths who are not making expected progress (same pupil for writing and maths)
- Extend provision and support further so pupils make better than good progress in their final year at the school.

Expected progress from starting points - Maths			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 3 pupils (30%)	At ARE 5 pupils (50%)	Above ARE 2 pupils (20%)
Above ARE 0 pupils			
At ARE 8 pupils (80%)	1 pupil (12.5% of pupils starting at expected)	5 pupils (62.5% of pupils starting at expected)	2 pupils (25% of pupils starting at expected)
Below ARE 2 pupils (20%)	2 pupils (100% of pupils starting below)		

Year 6

Expected progress from starting points - Reading			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 1 pupil (9.09%)	At ARE 6 pupils (54.54%)	Above ARE 4 pupils (36.36%)
Above ARE 3 pupils (27.27%)			3 pupils (100% of pupils starting above)
At ARE 8 pupils (72.72%)	1 pupil (12.5% of pupils starting below)	6 pupils (75% of pupils starting at expected)	1 pupil (12.5% of pupils starting below)
Below ARE 0 pupils			

Context

- 2x pupils SEND (1 x EHCP and 1 x SEND Support)
- 1x pupil LAC

Commentary

- All disadvantaged pupils made at least good progress from their starting points, with the exception of one pupil in reading and writing (EHCP pupil with complex needs)
- A pleasing number have made better than expected progress since their starting points.

Expected progress from starting points - Writing			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 1 pupils (9.09%)	At ARE 4 pupils (36.36%)	Above ARE 4 pupils (36.36%)
Above ARE 2 pupils (18.18%)			2 pupils (100% of pupils starting at above)
At ARE 8 pupils (72.72%)	1 pupil (12.5% of pupils starting below)	5 pupils (62.5% of pupils starting at expected)	2 pupils (25% of pupils starting at expected)
Below ARE 1 pupils (9.09%)		1 pupils (100% of pupils starting below)	

Expected progress from starting points - Maths			
	Teacher Summer assessment 2018		
Official KS1 data	Below ARE 1 pupils (9.09%)	At ARE 6 pupils (54.54%)	Above ARE 4 pupils (36.36%)
Above ARE 2 pupils (18.18%)			2 pupils (100% of pupils starting at above)
At ARE 8 pupils (72.72%)		6 pupils (75% of pupils starting at expected)	2 pupils (25% of pupils starting at expected)
Below ARE 1 pupils (9.09%)	1 pupils (100% of pupils starting below)		

	Number of PPG eligible children followed by the % of year group	Average Points Score (APS) of children eligible for PPG against non PPG children at Cleves (in brackets)		
		Reading	Writing	Maths
2017 Intake (Year 3 – 17/18)	16 (8.8% of cohort)	29.38 (30.14) - 0.76	28.88 (29.9) -1.02	29.06 (30) -0.94
2016 Intake (Year 4 – 17/18)	11 (6.1% of cohort)	32.82 (33.19) -0.37	32.77 (33.1) -0.33	32.86 (33.23) -0.37
2015 Intake (Year 5 – 17/18)	10 (5.5 % of cohort)	35.91 (36.32) - 0.41	35.82 (36.11) -0.29	35.8 (36.46) -0.66
2014 Intake (Year 6 – 17/18)	11 (7.3 % of cohort)	39.04 (39.42) - 0.38	39.08 (39.32) -0.24	39.04 (39.87) -0.83

	Number of PPG eligible children followed by the % of year group	% of PPG pupils making at least expected progress (3 points) during the last academic year		
		Reading	Writing	Maths
2016 Intake (Year 3 – 16/17)	16 (8.8% of cohort)	81%	63%	88%
2015 Intake (Year 4 – 16/17)	11 (6.1% of cohort)	82%	100%	100%
2014 Intake (Year 5 – 16/17)	10 (5.5 % of cohort)	70%	90%	70%
2013 Intake (Year 6 – 16/17)	11 (7.3 % of cohort)	91%	91%	82%

Commentary

- Numbers of pupils eligible for PPG is very low compared to nationally.
- In the majority of cases, the attainment (APS) of PPG children is at, above or only marginally below expected age related expectations.
- In many cases the attainment of PPG pupils is only marginally below the attainment of Non PPG pupils demonstrating the impact of the ongoing targeted provision for this group of pupils.
- The table showing the % of PPG pupils making expected progress evidences that in most cases the majority of this group made three points progress during the academic year. In fact, a number of pupils made greater than three points progress. (10/48 in reading, 6/48 in writing and 10/48 in maths)

Year 6 (end of KS2) unvalidated

	% met expected standard		Average scaled score		Average progress	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Reading	93%	82%	109.3	105.7	1.9	-0.63
Writing	89%	82%			0.26	-1.13
Maths	92%	91%	108.1	103.2	1.17	-2.31
RWM Combined	86%	82%*				

*National average for non-disadvantaged pupils achieving the expected was 70%

Commentary

- Just one disadvantaged pupil did not make the expected standard in maths – this was a pupil who had complex special educational needs (EHCP)
- Two disadvantaged pupils did not make the expected standard in reading and writing, one pupil was the same child as above and the second was a child with SEND support and EAL.
- The slightly negative progress figures can be attributed to children who achieved a level 3 at KS2 who achieved the expected standard at the end of KS2. We are satisfied with this attainment due to the increased expectation now in place at the end of KS2. Progress figures were also affected by the one pupil who had complex needs (EHCP) and was judged working at a level 2 at KS1 (reading 2a, writing 2b and maths 2c)

Attendance

- Attendance of disadvantaged pupils for 2017/18 was 94.30%, this has risen from 94% the previous year. Whole school attendance has remained stable at 96.6% for the last two years.

Summary of spend and impact

Activity	What this does?	Targeted Pupils	Budget Allocated vs spent	Review/Impact
Trips, visits and special weeks	This enables all children to be included in Residential Trips, Day Trips, Special weeks and other events. These enrich and are an important part of the curriculum for all children and without full parental financial support would not happen.	Year 3,4,5 & 6	£7,000 vs £8957	This allows all pupils to attend these trips and did not provide a barrier to equality. Provides enrichment and context as well as full access to our broad, balanced and personalised curriculum Improved confidence and attitudes towards school. Pupil and parent surveys at the end of the academic year indicate that these are held in high regard by our school community.
Support from Counsellor	The Counsellor works with targeted families to provide support and advice to both pupils and their families.	Year 3,4,5 & 6	£7,200 vs £10,545	13 pupil premium children regularly saw the counsellor in 2017/18 Feedback from parents and class teachers indicate that support offered was invaluable to the child and their family.
ICT Provision	Third Space Learning Lexia Licenses Chromebooks	Year 3, 4, 5 & 6	£6,270 vs £12,240 £1,500 vs £1,286 £750	All pupils given access to high level of IT provision. Engagement levels increased, attitudes and self esteem improved. Barrier to potential inequality overcome. Providing life skills in a digital society. The majority of pupils access these resources and provision made at least expected progress across the year. All PPG pupils took part in the Thirdspace Learning intervention in years 4,5 and 6. The maths progress and attainment data can be viewed on pages 2,3 and 4
Literacy Specialist	A part time literacy specialist employed to work identified children who are at risk of underachieving in writing. Focused groups to take place weekly over the course of two terms	Year 3, 4, 5 & 6	£10,899	Pupils carefully targeted for support - the majority of the year groups have made at least 3 points progress across the year, many groups and individual children made significantly more. Year 6 children (most of who had targeted support) made at least expected progress in reading and writing.

Staffing	To provide access to interventions to ensure progress in areas of need. Interventions are run by Learning Support Assistants, one to one or in groups which include evidence based interventions such as Read, Write, Inc and Numicon interventions. Additional personalised support and impact	Years 3, 4 & 5.	£14,611 £4,000 vs 36,075 on all staffing including the literacy specialist costs	Pupils carefully targeted for support - the majority of pupils have made at least 3 points progress across the year, many groups and individual children made significantly more. Please refer to data above
TOTAL	Please note, that other funding is also used to support and top up these activities		£51,480 vs £86,183	