# Impact of Pupil Premium 2017-18

All children’s progress is tracked on a termly basis. We compare the progress of identified groups to ensure that they are making expected and accelerated progress.

The pupil premium children receive small group and 1:1 intervention support for reading, writing and maths from qualified teachers and/or teaching assistants.

# Academic Year 2017-18

**KS 2 (Year 3 to Year 6)**

There were 8 children who received pupil premium funding in KS 2.

Most pupils performed in line with their peers or made expected and sometimes more than expected progress. Due to the very low numbers and the high percentage each child carries it is difficult to make comparisons

**Reading**: **88%** made expected progress or more (7 out of 8 children) **25%** made *more than expected progress (2 out of 8 children).*

**Writing: 63%** made expected progress or more (5 out of 8 children) **25%** made *more than expected progress (2 out of 8 children)*.

**Maths**: **75%** made expected progress or more (6 out of 8 children) **12.5%** made *more than expected progress (1 out of 8 children)*.

*\*progress is judged when comparing children’s Key Stage 1 results*

**Reading**: **75%** attained at the expected standard (6 out of 8 children) **38%** attained greater depth standard (3 out of 8 children)*.*

**Writing: 75%** attained at the expected standard (6 out of 8 children) **38%** attained greater depth standard (3 out of 8 children)

**Maths**: **75%** attained at the expected standard (6 out of 8 children) **38%** attained greater depth standard (3 out of 8 children)

**Year 6 Results-**

Reading: **0%** (0/2) of PP children achieved the ‘Expected Level’ in Reading Writing: **0%** (0/2) achieved the ‘Expected Level’ in Writing

Maths: **0%** (0/2) achieved the ‘Expected Level’ in Maths

**Key Stage 1 Years 1 & 2**

There was 1 child who received PP funding, achieving expected progress and attainment across all subjects.

In Yr 1 there was no child eligible for PP.

# In addition

* All pupil premium children were able to access the full range of educational experiences offered as part of a broad and balanced curriculum.
* Extra resources were purchased for some of these pupils.
* Out of the 11 children eligible for PP, 6 had identified SEN.
* The increase in confidence and self -esteem for many of these children because of 1:1 and small group work was noted by all staff and this had an impact on their learning.