

Pupil Premium Impact Report (July 2017)

Performance Data

KS2

Reading	School	PP	Gap	National	Gap
At the Standard	78%	64%	-14%	71%	-7%
KS1 2013	67%	50%	-17%	79%	-29%
Expected Progress	82%	86%	+4%		
BTE Progress	16%	29%			

Writing

At the Standard	87%	92%	+5%	76%	+16%
KS1 2013	58%	42%	-16%	67%	-25%
Expected Progress	100%	100%			
BTE Progress	32%	50%			

Maths

At the Standard	82%	79%	-3%	75%	+4%
KS1 2013	62%	36%	+26%	78%	-42%
Expected Progress	85%	80%	-5%		
BTE Progress	22%	57%			

KS1

Reading	School	PP	Gap	National	Gap
At the Standard	80%	50%*	-30%	74%	-24%
Expected Progress	90%	100%			

Writing

At the Standard	73%	50%	-23%	65%	-15%
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Expected Progress	89%	100%
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Maths

At the Standard	75%	30%	-45%	73%	-43%
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Expected Progress	81%	33%	-48%	86%	-53%
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*There were only 2 PP children, in KS1, which limits the statistical relevance of the KS1 data. Both pupils made expected progress from EYFS to KS1.

Summary

- The school continues to make good use of PP Funding to accelerate the progress of Disadvantaged Pupils in Reading, Writing and Maths in KS2.
- There were notable strengths in Maths where 57% made Better Than Expected Progress. A 26% in school gap was narrowed to a 3% gap by the end of KS2. The 42% gap with national was completely closed and BR PP pupils performed 4% better than the National Average.
- Writing was similarly successful. PP Pupils made 100% Expected Progress and 50% Better than Expected Progress. The in school and national gaps of 16% and 25% respectively were completely closed. PP pupils at BR outperformed 'others' both in school and nationally.
- In Reading progress was good but not as strong in Maths and Writing.
- PP Pupils (Reading) attained lower than both the school and national average. The gap with national narrowed by 12% but did not close. The in school gap only narrowed by 3% so there is room for improvement here.
- Reading has historically been the area where Disadvantaged Pupils have made most progress to close the gap so there is a shift in this trend for 2017. However, due to previous strong performance the school does not want to immediately overreact to this, as the systems and good practice that previously brought about exceptional performance, at a national level, are still in place. Furthermore, the raised pass mark for 2017 meant that 2 PP children who would have reached the standard in 2016 only just missed out by 2 marks. Without this raised pass mark attainment in Reading for Disadvantaged Pupils would have been 79% and the gap would have been completely closed. Therefore the margins are very fine here.
- For 2016, the progress of Disadvantaged Pupils in Reading was in the top 1% Nationally.
- For 2016, there was an issue regarding the progress of Disadvantaged Pupils in Maths and this has been successfully addressed.

Overall

At Burton Road School the Disadvantaged Pupils, in KS2, make exceptional progress to close the gap with other pupils both in school and nationally. With limited PP Funding available the school makes good use of its' resources and achieves good value for money. The allocation of the funding and strategies in place are achieving positive outcomes for the most Disadvantaged Pupils in School.