

Alford Primary School
Closing the Gap with Pupil Premium over Time
September 2015

As a school, we work relentlessly to identify any individual child that is not making the best progress they can and so not reaching their potential. Staff meet every term with the Head Teacher to discuss the progress of identified children. Every child's 'progress journey' may be different during the year but if there are any concerns, then it may be that Learning Mentor Support is used, a specific intervention is set up, changes to groupings in class are made, or an assessment is arranged with our specialist teacher to identify any specific barriers to learning. The progress of the child is monitored very closely and the impact of the support delivered is measured at regular intervals to ensure it is working.

For children in receipt of Pupil Premium, some of the cost of this work is funded through Government Pupil Premium funding. Raise on Line (a document produced every year by the Department of Education), which analyses the attainment and progress of pupils shows information about the progress made by Pupil Premium children between Year 2 and Year 6. It gives an indication of how successful the school is in 'closing the gap' between the performance of Pupil Premium children against Non-Pupil Premium children nationally. It also shows the in- school gap between Pupil Premium children and non Pupil Premium children.

The following tables show the last 3 years' progress for our Pupil Premium children and non- Pupil Premium children in Reading, Writing and Maths.

Table 1 - Reading: %age of children making expected progress between KS1 and KS2

	2013			2014			2015		
	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP
Pupil Premium	10	100%	89%	17	94% (1 child didn't)	92%	21	95%	TBC
Non Pupil Premium	36	97%		37	100%		36	100%	

This table shows that more Pupil Premium children made expected progress in reading in 2013 and 2014 than national Non Pupil Premium children. This is likely to be the case for 2015. An in-school gap exists for 2014 and 2015 because of 1 PP child in each year (with significant SEN), who did not make 2 levels progress.

Table 2 - Reading: %age of children making better than expected progress between KS1 and KS2

	2013			2014			2015		
	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP
Pupil Premium	10	50%	29%	17	33%	34%	21	33% (48%)*	TBC
Non Pupil Premium	36	42%		37	39%		36	47% (56%)*	

**Represents 7 sub levels which is better than expected progress.*

This table shows that more or similar numbers of Pupil Premium children made better than expected progress in reading in 2013 and 2014 than national Non Pupil Premium children. While the in-school gap has increased this year for the level 2 to level 5 progress measure, for 7 sub levels of progress, which is also better than expected progress (but from different starting points), the in- school gap is narrower (8%).

Table 3 - Writing: %age of children making expected progress between KS1 and KS2

	2013			2014			2015		
	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP
Pupil Premium	10	100%	95%	17	94%	94%	21	95%	TBC
Non Pupil Premium	36	100%		37	100%		36	94%	

This table shows that more or similar numbers of Pupil Premium children made expected progress in writing in 2013 and 2014 than national Non Pupil Premium children. This is likely to be the case for 2015. There was a small in-school gap for 2014 but by 2015, no gap existed.

Table 4 - Writing: %age of children making better than expected progress between KS1 and KS2

	2013			2014			2015		
	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP
Pupil Premium	10	0%	31%	17	22%	34%	21	43%	TBC
Non Pupil Premium	36	33%		37	58%		36	47%	

This table shows that the gap for Pupil Premium and non-Pupil Premium achieving better than expected progress has significantly narrowed.

Table 5 - Maths: %age of children making expected progress between KS1 and KS2

	2013			2014			2015		
	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP
Pupil Premium	10	90%	90%	17	89% (2 children didn't)	91%	21	100%	TBC
Non Pupil Premium	36	92%		37	97%		36	97%	

This table shows that similar numbers of Pupil Premium children made expected progress in maths in 2013 and 2014 than national Non Pupil Premium children. This will be the case for 2015. In 2015, no gap existed for Pupil Premium children making expected progress in maths compared to Non Pupil Premium children in school, showing an improving picture.

Table 6 - Maths: %age of children making better than expected progress between KS1 and KS2

	2013			2014			2015		
	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP	Number in Group	School	National Non-PP
Pupil Premium	10	10%	34%	17	22%	38%	21	33% (71%)*	TBC
Non Pupil Premium	36	33%		37	53%		36	53% (67%)*	

**Represents 7 sub levels which is better than expected progress.*

This table shows that fewer Pupil Premium children made better than expected progress in maths in 2013 and 2014 than national Non Pupil Premium children though it did narrow (from -24% to -16%). If the national profile is similar in 2015, the gap will have narrowed further. The in-school gap increased from 2013 to 2014, but has now decreased for the level 2 to level 5 progress measure. Furthermore, for 7 sub levels of progress, which is also better than expected progress (but from different starting points), the in-school gap is in favour of Pupil Premium children.

A key focus for the school is to strive to ensure that all children make expected progress and similar numbers of PP and non PP children make better than expected progress both in school and nationally.